

**EXAMINING HEADS OF PRIMARY SCHOOLS CAPABILITIES IN
SUPERVISING ADMINISTRATION OF CORPORAL PUNISHMENT TO
PUPILS IN TANZANIA: THE CASE OF MBEYA DISTRICT COUNCIL (R)**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that they have read and hereby recommends for acceptance by the Open University of Tanzania dissertation entitled “Examine Heads of Primary Schools Capabilities in Supervising the Administration of Corporal Punishment to Pupils in Mbeya District Council” in partial fulfilment of the requirements for the award of Degree of Master of Social Work

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DECLARATION

I, Janeth Gabriel Kwira declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of social work.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to the Almighty God, the Creator of the universe for having kept me healthy during the writing of this dissertation. He was always there to listen and answer to the cry of those who despair and give up. I dedicate this work to my beloved parents, my father, Mr. Gabriel Kwira, my late mother, Ms. Anitha Rambo, who gave me unconditional love and support throughout my life. I also dedicate this dissertation to my children Alice, Caroline and Ishan. Also to my beloved teachers, Mr. Keneth Mwampashe, Kabelwa, Salome, Judih and Helen who encouraged and offered prayers from the beginning of my studies to this end.

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ABSTRACT

The study titled "Examining heads of primary schools' capabilities in supervising the administration of corporal punishment to pupils in Mbeya District Council" was guided by three specific objectives: to investigate the effect of corporal punishment practiced in primary schools, to investigate the roles of social workers in preventing the administration of corporal punishment, and the challenges facing heads of primary schools in managing pupil's discipline. The study was guided by social learning theory, and pragmatic philosophy, compatible with descriptive research design was used. A sample size of 100 research subjects was selected to inform the study. The quantitative data were collected using questionnaires and analyzed descriptive statistics using Statistical Package for Social Sciences (SPSS), while the qualitative data were collected using interviews and thematic analysis analyzed. The study revealed that failure to supervise the administration of corporal punishment to pupils leads to harmful effects in all dimensions of pupils. The main challenges faced by the heads of primary schools include poor policy guidelines, poor support from parents, and multiple responsibilities by the school heads. Social workers' critical roles involve providing support and counseling, helping pupils address their difficulties to keep them performing well, and providing mental health intervention. The study concluded that heads of primary schools should be trained in Discipline Management, including supervising teachers on the administration of Corporal Punishment and finding another alternative. Finally, the study recommends that teachers be given induction seminars and training on capacity building to heads of schools, and newly appointed heads be provided training on leadership and corporal punishment policy guidelines for all teachers.

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LIST OF ABBREVIATIONS

UNESCO - United Nations Educational, Scientific and Cultural Organization.

UNICEF - United Nations Children Emergency Fund

UNO - United Nations Organisation

URT - United Republic of Tanzania

WHO - World Health Organisation

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Chapter Overview

The study is entitled "Examine heads of primary schools' capabilities in supervising the administration of corporal punishment to pupils in Mbeya District Council." Further, the chapter presents the background information, statement of the problem, objectives, specific objectives, research questions, significance of the study, and organization of the Dissertation.

1.2 Background of the Study

The administration of corporal punishment to children as a means of alleviating destructive behaviors has a long history. It can be traced back to the Middle Ages when it was handed out as punishment for some crimes Durrant, (2021). Corporal punishment was implemented at the family level, in the community, and in society at large. Corporal punishment was generally used in the early times of Moses, in the laws of Sparta, Troy, Athens, and many other Greek states (Yasmin, 2018). It was also practiced in medieval Christian church traditions, especially in Judaism. It is practiced in many countries worldwide and remains in some European communities' judicial systems.

According to the World Health Organization (2021), the administration of corporal punishment around the globe is highly prevalent both in homes and schools. About 60% of children aged 2–14 years regularly suffer physical punishment by their parents or other caregivers (WHO, 2021). In some countries, almost all pupils report being physically punished by school staff (source). Statistics by the World Health

Organization (WHO) show that among 732 million, one in 2 children aged 6–17 years live in countries where corporal punishment at school is not entirely prohibited (WHO, 2021). Studies have shown that the lifetime prevalence of school corporal punishment was above 70% in Africa and Central America, the past-year prevalence was above 60% in Eastern Mediterranean and Southeast Asia, and the prevalence was above 40% in Southeast Asia. Lower rates were found in the Western Pacific Region, with lifetime and annual prevalence around 25%, which appeared to be highly prevalent at the primary school level (WHO, 2021).

The administration of corporal punishment to children was seen as not effective in controlling destructive behaviors but increases more harm because it was associated with a range of mental health problems, including depression, unhappiness, anxiety, feelings of hopelessness, use of drugs and alcohol, and general psychological maladjustment. Yasmin (2019) emphasizes that corporal punishment was recognized as a problem as early as the 11th century in ancient Israel, where it was practiced in conventional civilizations used by Egypt, Troy, Sparta, Rome, and Greece. In those times, the punishment was mainly focused on legal and educational settings.

In Europe, the administration of corporal punishment in primary schools was promoted by manners of the early church concerning the human body (source). Since the judicial and education settings were attached to the church, corporal punishment of children has traditionally been used by adults in authority roles. Beating one's son as a form of punishment is even recommended in the Holy book, Bible in the book of Proverbs as quoted by Yasmin (2019), and states that: He that spareth the rod hateth his son; but he that loveth him, chasteneth him betimes.

In Australia, a survey of 1,450 parents found that 80% were reported to have been smacked/corporally punished as a child, and over half (51%) reported punishing their children (source) corporally. In a study of 152 Australian parents of children under 6 years old, corporal punishment was reported as being used by 28% of the sample (source). A survey of 2,000 Australian parents found that 17% of parents had used physical discipline at least some of the time in the last month, and 23% had threatened corporal punishment (Havighurst · 2023). This indicates that the administration of corporal punishment does not only exist in schools, but children also suffer from their families.

In South Asia, over half of the world's children experienced severe violence, 64% occurring in homes, schools, and justice systems, as well as in the communities. For example, in Afghanistan, 74% of girls and boys aged 2-14 experienced some form of violent discipline; more than 70% of adolescent girls aged 15-19 in Bhutan (UNICEF, 2019). In this view, it is evident that the administration of corporal punishment has been legalized in all environments where children live. Thus, children are exposed to harsh environments where neither parents, teachers, nor community members take responsibility to protect them.

In the African context, the administration of corporal punishment is complex and bound by multifaceted socio-cultural norms, values, practices power relations, and structures which are underpinned by strong, longstanding traditional tenets and beliefs alongside written formal laws Mayisela (2017). Corporal Punishment: Cultural-historical and socio-cultural practices of teachers in a South African primary school. African children are exposed to various forms of physical and psychological

violence and are happening in almost all settings, the home, the school, within the community, and in alternative care and justice institutions. Administration of corporal punishment has been accepted in most African communities, if not all, for a long time as an appropriate measure in child-rearing.

In the United Republic of Tanzania (URT), the National Education Act of 1978, under the National Education Regulations 1979 under article 60, authorizes the administration of corporal punishment in schools by striking a pupil on his hand or his usually clothed buttocks. The guideline also allows teachers to strike a pupil with a light, flexible stick but excludes striking a child with any other instrument or on any other part of the body Partin (2009) The guideline directs that corporal punishment may be administered for severe breaches of school discipline or grave offenses. It should be reasonable and consider the gravity, age, sex, and health of the pupils, and it should not exceed four strokes on any occasion.

Just like other regions, corporal punishment administration also exists in the Mbeya Region. Different efforts are being made to establish different programs and ensure that children at home and schools remain safe. These programs involve different stakeholders within the society, protect children at home, and minimize corporal punishment by the teachers at school. However, in schools, the establishments of Tusame Clubs, which provide schoolgirls and boys skills to prevent and respond to violence, and training guidance and counseling to teachers and heads of schools on how to handle cases of children affected by violence, have been beneficial.

Some reasons force teachers to apply corporal punishment to school pupils by believing it produces immediate decreases in negative behavior and produces respect

for authority, obedience, and self-discipline. Globally, it is believed that the use of corporal punishment to alleviate destructive behaviors has historically been that the pain, injury, humiliation, and degradation it inflicted would deter the offender from committing similar offenses in the future (source). Furthermore, Ackerman (2018) contends that the use of corporal punishment is a means of informing the child that their behavior is not acceptable and now know what not to do in the future and giving a punishment or negative consequence teaches the child that behavior has consequences and will hopefully help her associate the others in the society he/she lives.

The child experiencing corporal punishment does not only experience physical harm but also may be psychologically affected while remaining with long-term effect in the entire long-term impact in life as stated by Gershoff (2002) that Corporal punishment triggers harmful psychological and physiological responses. Children not only experience pain, sadness, fear, anger, shame, and guilt, but feeling threatened also leads to physiological stress and the activation of neural pathways that support dealing with danger.

Based on the side effects of a child experiencing the use of corporal punishment in their/her life, alternative measures to be used may include verbal, counseling, and other parental means of making a child understand why he or she deserves to be punished. This may be a lesson not only for him/her but for other pupils as well. This has been supported by Nala et al. (2013), who said that time out in a safe place can help a child understand that behavior is unacceptable. Give simple explanations of consequences for both "good" and "bad" behavior. Label the behavior and not the

child. According to Kimaryo (2011), discipline is an ongoing process, and results cannot be achieved based on one incident. Discipline can also not be instilled through a once-off response by parents and caregivers to a single incident of negative behavior. Since we have established that corporal and emotional punishment is not an acceptable form of punishment, instead, give praise, lead by example, be realistic, use restorative justice, do not threaten or shout at children, Use 'good' words to describe children, be respectful, Negotiate and compromise as well as use guidance and counseling methods.

Social workers can play a significant role in addressing the problem as they work closely with the whole community, including children's welfare, through prevention, restoration, and rehabilitation. Prevention is about helping people stay healthy, happy, and independent. This means reducing the chances of problems arising in the first place and, when they do, supporting people to manage them as effectively as possible.

According to Kambuga, Manyengo, and Mbalamula (2018), most Tanzanian teachers agree that indiscipline issues in schools and classrooms can be dealt with using corporal punishment because many teachers adore it. They argue that teachers favored corporal punishment because they believed it improved discipline faster. After all, it is always administered quickly after the misbehavior is shown.

In general, the strategies that may enhance positive discipline among pupils may include giving praise, leading by example, being realistic, restorative justice, and applying guidance and counseling methods; as Ngubane (2018) points out, schools require a code of conduct to serve as a framework for establishing appropriate

standards of learner behavior, thereby creating an environment which is conducive to good, quality education. Another scholar, Graham (2017), stresses that an effective school environment that promotes positive discipline should have rules and regulations, such as a code, to lay the foundation for acceptable and appropriate learner behavior.

Sant (2019) perceives a code of conduct for learners as "a set of rules targeted at managing learner behavior to ensure self-discipline, thus allowing schools to remain active, orderly environments where effective teaching and learning can occur. Apart from the code of conduct, positive reinforcement, as the Department of Basic Education (2018) states, is the modeling of positive behavior, effective communication, integrated community systems, and a positive environment. These disciplinary strategies are considered to ensure the safety and dignity of all learners while maintaining a safe learning environment, improving positive behavioral skills, and attaining long-term outcomes.

1.3 Statement of the Problem

The administration of corporal punishments on pupils in primary schools has attracted public attention regarding whether it helps to control students' discipline since reports from different parts of the country show that indiscipline cases among pupils in schools continuously tend to increase. Thus, teachers are forced to believe that corporal punishment is the only solution to controlling pupils' destructive behaviors and yet causing harm to pupils. For example, the pupil Seperius Eradius from Kagera Region died on 27th August 2018 after being beaten by teachers who accused him of stealing teachers' property (the Guardian newspaper (2018)). Also, a

girl who was forced to remove her underwear was caned by four teachers because of absenteeism from school. Not only that but also a fifth-grade student at Kibeta Primary School in Kagera Region died due to the administration of excessive 54 corporal punishment by her teachers, as reported by Ntebi & Mbennah (2021) in the BBC Swahili. To avoid similar incidences that cause injuries and sometimes deaths to pupils, the government of Tanzania prepared a National Work Plan to Eliminate Corporal Punishment in Tanzania for 2017/18 – 2021/22 with eight areas of implementation, including Safe School Environment and life skills.

To reach the targeted goals, a head teacher plays a significant role in creating a positive and appropriate learning environment through the management of a school. His/her duties include helping deliver the highest standard of education to the students and supporting teachers and staff by ensuring an overall safe and successful school environment. The head teacher is responsible for making decisions on school discipline, developing a school discipline policy, handling administrative matters relating to student discipline Wakibi (2018), and leading a school discipline team to plan and develop students. Based on this, heads of schools are responsible for guiding teachers on how to promote good discipline in the classroom, know school guidelines for discipline procedures, and be fair, positive, and consistent.

Thus, the heads of the schools are responsible for implementing corporal punishment guidelines provided by the Ministry of Education, Science, and Technology, which gives directives on how corporal punishment to pupils should be implemented without causing harm Dorfling, (2022). Their capabilities in handling, guiding, supervising, and educating teachers to handle pupils' behavioral matters peacefully

could avoid harm to pupils. However, due to the increase in crimes in schools, there are doubts about their ability to manage the administration of corporal punishment in their schools. On these grounds, the study will be conducted to examine the capabilities of heads of schools in administering corporal punishment to pupils in Mbeya District Council.

1.4 Objectives of the Study

1.4.1 General objective of the study

The general objective of this study was to examine the capabilities of heads of primary schools in supervising the administration of corporal punishment to pupils in Mbeya District Council.

1.4.2 Specific objectives of the study

1. To investigate the effect of corporal punishment practiced in primary schools.in Mbeya District Council.
2. To examine the roles of social workers in preventing the administration of corporal punishment in Mbeya District Council.
3. To assess the challenges faced by heads of primary schools in managing pupil discipline in primary schools in Mbeya District Council.

1.5 Research Questions

1. What are the effects of corporal punishment used to discipline pupils in primary schools in Mbeya District Council?

2. What are social workers' roles in using corporal punishment to discipline pupils in primary schools in Mbeya District Council?
3. What are the challenges facing heads of primary schools in managing pupil discipline in primary schools in Mbeya District Council?

1.6 Significance of the Study

This study is significant to different practitioners. For academicians, this study contributed to the knowledge by understanding the specific nature and extent of the administration of corporal punishment to pupils in primary schools. The findings of this study increased value in the control of corporal punishment to pupils, thereby facilitating a deeper understanding of the socio-cultural dynamics associated with corporal punishment. This study also served as a foundation for further research and a broader perspective. For policymakers, this study has substantial implications for heads of primary schools to examine the administration of corporal punishment to discipline pupils. Policymakers will provide the specific socio-cultural, educational, and media-related factors preventing teachers from using corporal punishment to discipline students.

1.7 The Scope of the Study

This study is confined to Mbeya District Council, Inyala Swaya, and Igale wards, among the district's 28 wards. The study involved three of the 22 primary schools in these wards to meet the intended objectives.

1.8 Organization of the Dissertation

The study is organized into five chapters. Chapter one presents the introduction of the study, the background to the study, the research problem, the research objectives, and the research questions. Additionally, the significance of the study and a highlight on the scope together with this section on the organization of the study has been presented. Chapter two presents the literature that discusses issues about service quality. Chapter three describes the research methodology and procedure, while chapter four contains the analysis and discussion of results. The last chapter, chapter five, presents the study's discussion, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter focuses on concept definitions, a theoretical literature review, an empirical literature review, a conceptual framework, and a research gap.

2.2 Definition of Concepts

Conceptualization of terms involves the researcher defining and specifying the main research concepts or ideas to eradicate the possibility of confusion when the key terminologies are perceived differently.

2.2.1 Administration

According to Sharma (2024), administration means an action that involves implementing rules, regulations, and policies set by the management. In other words, administration refers to implementing government policy and an academic discipline Thapa (2020). In the context of this study, the term administration means implementing positive discipline to pupils using corporal punishment or striking a pupil with an object like a stick to alleviate destructive behaviors.

2.2.2 Corporal Punishment

The World Health Organization (2021) defines Corporal punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort while involving hitting, smacking, slapping, or spanking children with a hand or implement. In other words, Corporal punishment (CP) refers to a deliberate act that inflicts pain or physical discomfort, taken by teachers against

pupils as the management approach to certain behaviors. Corporal punishment appears in many ways, including hitting, kicking, shaking, slapping, pinching, forcing a student to stay in uncomfortable, undignified positions, and engaging in excessive physical exercise (Lumato & Mwila, 2022). Also, according to (U.S. Legal Inc., 2018), corporal punishment is the infliction of physical punishment on a person's body, which sometimes is employed in various settings, such as school, home, military, judicial, and other settings. In the context of this study, corporal punishment means using sticks/strokes, belts, whips, or any object to discipline the pupil who deviates from good behaviors.

2.3 Theoretical Literature Review

The theoretical framework discussed interrelationships among variables deemed integral to the problem under study. The study will focus on the social learning theory.

2.3.1 Social learning Theory

Social Learning theory was introduced by psychologist Albert Bandura (1925–2021), the father of this theory, and, in the 1960s, conducted a famous experiment called the Bobo doll experiment. He led to his official writings on social learning theory in 1977. The experiment was a group of tests performed from 1961 to 1963 involving studying children's behavior after they watched an adult act aggressively toward a doll-like toy with a low center of mass that rocked back after being knocked down. The most crucial element of the experiment was noting how the children behaved after seeing the adult get rewarded, punished, or face no consequence for physically

abusing the Bobo doll. These experiments helped show how children can be influenced by learning to internalize or imitate the behavior of others.

Teachers are at the heart of the solution to end violence in and around schools. According to UNESCO (2022), on International Day against Violence and Bullying at School, teachers see it as their responsibility to tackle the issue of violence in schools and believe they have the skills to deal with it. It also shows that teachers did not recognize acts such as bullying, hitting, and sexual remarks made on and offline as acts of violence.

Apart from teachers and other stakeholders who see corporal punishment as the solution for alleviating indiscipline behaviors in school pupils, social workers believe in using alternative ways that could not harm the client and believe in psychotherapy. This involves using guidance and counseling not only to students but also to teachers, parents, and administrators around the school settings and at pupils' homes. This means that social workers provide culturally responsive, evidence-based education, behavior, and mental health services while promoting a school climate and culture that is a conducive learning and teaching environment for pupils.

2.3.2 Relevance of the theory to the study

Social Learning Theory emphasizes that behavior is learned in social institutions, and the environment can positively or negatively affect it. This theory is relevant to this study because it emphasizes that schools should provide an appropriate environment for teaching and learning. Applying maximum force in front of the learner, like using corporal punishment to a pupil, may create fear in the pupil him/herself or other

pupils who witness it. Instead of using corporal punishment, schools should enforce positive communication with pupils (Wahyuni, 2021)

Bandura's theory insists on using alternative punishment and avoiding corporal punishment to discipline pupils. Thus, this theory is relevant to this study because teachers believe that the only means to discipline pupils is to use corporal punishment. As per Bandura, harsh corporal punishment of smacking, shoving, and pushing has been linked to anxiety, depression, substance abuse, and antisocial behaviors in adulthood in a similar way to child abuse. All these acts may be ceased, and alternative ways, including counseling, be emphasized (Paul, 2022).

Bandura emphasized that punishment should be administered fairly and promptly to terminate undesirable behavior. This implies that teachers should adhere to implementation guidelines. Therefore, this theory is relevant to this study because teachers can use alternative means to alleviate destructive behaviors from pupils without corporal punishment. However, pupils respect the school rules and regulations.

2.4 Empirical Literature Review

The study will examine the capabilities of primary school heads in administering corporal punishment in Tanzania. The literature review is expected to explain the administration of corporal punishment to manage pupils' behaviors and disciplines in primary schools. It will focus on the effect of corporal punishment used to discipline pupils in primary schools, challenges faced by the heads of primary schools in managing pupils' behaviors, and the roles of social workers in using corporal punishment to discipline pupils.

2.4.1 The Effect of Corporal Punishment Practiced in Primary Schools

The forms Corporal punishment causes psychological harm including emotional damages, negative esteem negative feelings about going to school negative outcomes for academic performance (Lighola, 2019)). Management of misbehaviors among pupils in schools has attracted attention to many education stakeholders including different organizations to protect children from all forms of torture, humiliation and exploitation that pupils may encounter while at school. Corporal punishment in primary schools never acceptable because it harms pupils physically, psychologically, academically and interfering with pupils' right to be treated with dignity as a result, is interfering with their right to a quality education.

According to Lema & Gwando (2018), corporal punishment is being taken and considered a regular school experience for disciplining pupils. It is administered by everyone with authority at school, including fellow pupils who have authority, such as prefects. The most prevalent forms of corporal punishment used among pupils at school are canning, slapping, kneeling, pinching, pulling hair/ears, and forced manual work. Head teachers, teachers, and pupils perceive corporal punishment as part of the school's standard practice and culture for any mistake made by a pupil, regardless of its intensity.

Globally, about half of all children aged 6 to 17 live in countries where corporal school punishment is not entirely prohibited (World Health Organization, 2023). This means that worldwide, most states have not taken initiatives and proper steps toward the abolition of corporal punishment as one of the acts that denies the rights of children. This makes schools unhealthy teaching and learning environments for

students. Moreover, this is a result of making corporal punishment remain widespread. Corporal punishment, being the intentional application of physical pain as a method of changing behavior, includes a wide variety of methods, such as hitting, slapping, spanking, punching, kicking, shoving, choking, shaking, use of electric shock, use of excessive exercise drills, or the prevention of urine or stool.

Almost in all public and private schools in Tanzania, teachers have seen corporal punishment as a solution to controlling pupils' discipline, whether in or outside the classroom. Pupils face such problems by rejecting alternative punishments that prevent pupils from making mistakes, thus making the school environment uncondusive. According to Komba (2019) and the study conducted by Haji & Theodora (2017) has revealed that corporal punishment has been a routine for many pupils as they are beaten for almost any mistake or behavior, which does not even require the teachers to use corporal punishment. It did not point out whether corporal punishment affects the performance of pupils or not.

Komba (2015) narrated that at Nyakahoja School (Tanzania), teachers employ corporal punishment to encourage and motivate pupils to work harder and discipline them. Adults (parents and teachers) who were physically punished as children are more supportive than those who were not. This means that corporal punishment is applied because their parents or teachers also punish those who punish.

This has been supported by Lumato and Mwila (2022), who point out various forms of corporal punishment in schools. Corporal punishment involves slapping, kicking, beating, and other humiliations, and sometimes, while being punished, some pupils are hurt or harmed. Such kinds of punishment, which involve the application of

excessive force, have been reportedly bringing physical harm, which in some areas leads to deaths.

According to Komba (2015), corporal punishment is highly used by almost all teachers in all schools in Tanzania. In Mtwara, for example, pupils mentioned that they are being beaten or punished when they are at school and home. At home, children are being denied food and being chased away from home to go to sleep in the bush. In schools, teachers use sticks and other punishments like challenging and complex exercises, slapping over the ears, pushups, kneeling, and kneeling with arms up to punish the children. Teachers were seen walking around in the schools with sticks in their hands. This makes children develop fear and negative attitudes against the school, affecting the learning process.

According to the Global Partnership to End Violence against Children, 4 in 5 children aged 2-14 are subjected to corporal punishment, and 86 percent of the world's children are not protected from corporal punishment by law. This indicates that children's security is compromised, and children are not secure both at home and at school. Due to this, Wodon, Fevre, McDonald, and Quota (2022) point out that most corporal punishment occurs at home. However, the practice remains prevalent in schools in many low- and middle-income countries. Corporal punishment, being the intentional application of physical pain as a method of changing behavior, includes a wide variety of methods, such as hitting, slapping, spanking, punching, kicking, shoving, choking, shaking, use of electric shock, use of excessive exercise drills, or the prevention of urine or stool elimination. A worst-case scenario is that

the use of corporal punishment could continue to escalate and result in lawsuits by parents and a rise in the medical needs of pupils at the local level.

A study by Partika (2007), quoted by Komba (2015), narrated that in Nyakahoja School (Tanzania), teachers employ corporal punishment to encourage and motivate pupils to work harder and to discipline them in his research on whether corporal punishment is a positive disciplinary method. Adults (parents and teachers) who were physically punished as children are more supportive than those who were not. The reason above is also evident in research by Cowne (2003), who quotes a response to the interviewee, "I do with my children the same as my parents did with me; they punished me, and nothing bad happened." This means that corporal punishment is applied because those who were punished were also punished by their parents or teachers.

Thus, from social learning theory, corporal punishment in schools can lead to children internalizing hostility as an acceptable response to conflict, as they observe and imitate the aggressive behavior of teachers or school staff. This can result in increased externalizing behaviors like aggression and conduct problems. The social learning theory suggests that instead of corporal punishment, teachers should endeavor to provide appropriate environment for teaching, learning and enhancing positive behaviour.

2.4.2 Roles of Social Workers Towards the Use of Corporal Punishment to Discipline Pupils

Social workers provide consultation and training to administrators and school personnel related to the whole child, including behavior and classroom management,

mental health, child abuse, and neglect, and other crises Dupper, (2002). Provide individual counseling and support for students, family counseling and support to caregivers, conduct support groups for students, and staff following a traumatic event Develop and deliver education to caregivers, families and staff Social Workers protect children from harm while ensuring effectively function in a school environment. They are maintaining accurate case files on students, working with Teachers and parents to come up with a plan for a student and assessing areas in which a student may need additional counseling or assistance. Also, social workers help students build resilience confidence and self-efficacy.

Social workers are known to be the key personnel in the development of children as they spend more of their time with society members than any other people, including parents. Social workers specialize in building families' strengths and helping them provide a safe and nurturing environment for children and youths. However, when families are unable to do this, social workers must intervene to protect the children from harm because they must ensure that the school environment, as part of the society institutions, remains safe as part of their duties, as pointed out by Mwila, (2022), that Social work is a profession in which trained professionals are devoted to helping vulnerable people in collaboration with the communities and work through challenges they face in everyday life, Rowe, (2017); adds that social workers work in various settings, from groups, homes, and shelters to income maintenance and youth programs. Certainly, corporal punishment has become a highly debated issue in Africa and Tanzania, where the majority of teachers use corporal punishment as the best way to enforce discipline behaviors. The implicit argument on the issue is the

assumption that social workers also apply and the belief in the range of alternative approaches teachers can use to handle pupils' disciplinary problems. The approaches include guidance counseling and rewards, as it has been proven that the students were disciplined in schools where rewards exceeded the number of punishments.

According to Rankin (2020), Social workers believe in using nurturing strategies such as guidance and counseling and insist on using un-hating manual work to enforce discipline. These views were contrary to those of teachers who commend the continuation of corporal punishment as quickly administered and having a positive impact on managing students' indiscipline behaviors. It is further believed that counseling and punishments that do not harm students physically could be used as alternatives to corporal punishments. However, teachers felt that alternative punishments were ineffective, so no alternative punishments should be administered.

According to Andy (2013) the effectiveness of social workers' services shows increased student outcomes related to academic achievement, physical and psychological safety, improved mental and behavioral health, improved attendance and social-emotional competencies, and family and community involvement. Also, School social workers ensure equitable access and culturally responsive services for all students and families, maximizing students' success in school and improving school culture, climate, and safety. School social work services include assessment and screening, individual and group counseling, crisis intervention and prevention, family support, advocacy, and classroom instruction. School social workers provide consultation and training to administrators and school personnel related to the whole

child, including behavior and classroom management, mental health, child abuse and neglect, and other crises.

Social workers have been trained on the use of alternative punishments while in the colleges. From this experience, teachers should be made aware of the negative consequences of using corporal punishment on the pupils, hence a need to adhere to the existing corporal punishment regulation. Moreover, it is recommended that parents, teachers and other stakeholders guide pupils to fulfil their responsibilities and the decisions about their own behaviors while in schools, to avoid being punished. Provide individual counselling and support for teachers and pupils and maintaining accurate case files on pupil. Also, social workers help pupils build resilience confidence and self-efficacy. Social workers must intervene to protect the children from harm because it is their duties to ensure that school environment as part of the society institutions remain safe as part of their duties as pointed out by Mwila, (2022), that Social work is a profession in which trained professionals are devoted to helping vulnerable people in collaboration with the communities and work through challenges they face in everyday life

Role of social workers in countries where they visit schools and families: They provide for basic needs such as school meals and maintain school discipline, which can help remove destructive behaviors from pupils' schools (Huxtable, 2022). Furthermore, social workers employ various social work techniques, including crisis intervention, counseling, evaluation, referrals, and consultation, to assist at-risk pupils, such as school dropouts, low performance, and school bullies (Hong and Henry, 2015).

According to Komba (2019), Corporal punishment is perceived as essential to safeguarding innocent pupils against cruel ones. It could control pupils' behavior, although there was no significant evidence that corporal punishment builds confidence among pupils. Thus, the government should ensure that the implementation of corporal punishment in primary schools adheres to the stipulated laws. There are indications that corporal punishment is a way to teach pupils good manners. Contrary to this, social workers believe school discipline can be maintained without corporal punishment.

The social worker guides and counsels' pupils, identifies problems, and strengthens the child protection system (PORALG, 2022). According to various literature reviewed in different regions, social workers should apply various ways to prevent pupils from dropping out because of corporal punishment. Social workers should conduct home visits and make assessments to identify the problems of pupils and their parents. Implementing these involves social work skills, such as counseling, guidance, and approaches to social worker practices.

Social learning theory insists that individuals learn behaviors through observation, modeling, and imitation, and social workers can provide this understanding to facilitate positive behavioral change by creating supportive environments and providing positive role models. Social workers can use social learning theory to identify the behavioral models a client may be emulating and use that information to help correct negative behavior, such as underage drinking, drug use, or unprotected sex.

2.4.3 Challenges Facing Heads Of Primary Schools In Managing Pupils' Discipline

Godfrey (2018) said they received no formal training after the appointment. The majority perceived policies as non-implementable due to a lack of cooperation from other stakeholders or interference from higher authorities. However, some heads failed to provide good leadership and created differences among other staff, leading to mistrust and power struggles. More efforts are needed to empower heads of schools to use different leadership skills to approach students' misbehaviors. Gerald (2020) study concerning challenges facing head teachers in dealing with pupils' behaviors, conducted a study on the challenges faced by teachers and school authorities in implementing the various methods used to curb indiscipline in schools and found that 35% of the teachers preferred the use of corporal punishment while the remaining 65% were reluctant to use it. The high number of teachers who have reservations about corporal punishment indicates that the efforts of human rights advocates have an effect.

Heads of schools are responsible for all matters concerning pupils by ensuring that pupils remain safe. In contrast, the teaching and learning environment remains safe for both pupils and other staff members to remove dangers to pupils. Among the dangers to pupils is when punishment seems to be the solution to every mistake the pupil makes, regardless of the intensity of the offense. United Nations (2008) was that some pupils have failed to complete their primary and basic education due to factors linked to the use of corporal punishments, especially in primary schools where teachers believe in the use of corporal punishment as the principal strategy to control pupils' behavior.

According to Ruth, Dlamini, Moses, and Chinedu (2021), Social Learning Theory (SLT) offers a relevant framework for understanding the challenges faced by heads of primary schools in managing pupils' discipline through corporal punishment in their schools. It is believed that the majority of challenges primary school heads face in managing pupils' discipline through corporal punishment in their schools are influenced by social and environmental factors. Banduras believes that individuals acquire knowledge and behaviors through observing and imitating others. The school head teachers face a challenge in discipline management due to the poor policy guideline framework that authorizes corporal punishment without considering another alternative to discipline. Continued use of corporal punishment and inappropriate training on aspects of discipline management on the part of the head teachers and improvement of alternative strategies to curb pupils' behavior makes it difficult for head teachers to make school safe.

In line with the corporal punishment ban, the government of Tanzania implemented several measures to curb indiscipline among students in learning institutions. Among these has been establishing guidance and counseling units in all schools, good classroom management practices, effective teaching methods, and including learners in making the school rules, among others. MOEST (2005), despite all these efforts, has reported several cases of teachers using corporal punishment in schools, thus implying the failure of interventions to yield the expected results in improving school discipline. Head teachers require appropriate training and preparation as discipline givers within the school context; this will enable them to get skills, knowledge, and attributes.

It is believed that many challenges facing heads of primary schools in managing pupils' discipline by use of corporal punishment in their schools are influenced by social and environmental factors Kiende (2019). Bandura believes that individuals acquire knowledge and behaviors through observing and imitating others. The school head teachers face a challenge in discipline management due to the poor policy guideline framework that authorizes corporal punishment without considering another alternative to discipline. Continued use of corporal punishment and inappropriate training on aspects of discipline management on the part of the head teachers and improvement of alternative strategies to curb pupils' behavior makes it difficult for head teachers to make school safe. Heads of schools often face difficulties due to the nature of the environment, society's perceptions of corporal punishment, and the environment in which the schools have been built. The pupils raising styles by their parents, the teaching and learning environment in the school itself, and the lack of support from parents in managing pupils' behaviors can make it difficult for the heads of schools to fail in handling issues concerning punishment to pupils.

The above caption is supported by Kambuga (2018), who mentions Parenting style, the environment surrounding the child, class size, peer pressure, teachers' behavior, media influence, and poor school administration as primary triggers for pupils' discipline problems in schools. Also, lack of parent support, inadequate discipline alternative solutions, threats and humiliation against teachers, teachers as the poor role models, and political interference in the school decisions were the main

challenges that school administrators (teachers) faced in managing pupils' disciplinary problems in schools.

According to Kagama and Kagoiya (2018), Harshness and lack of a conducive environment, from physical facilities to school administration structures, may cause indiscipline among the learners. Learners may also result from normal reactions to deficiencies in the school and to teachers as directors of the educational enterprise. The head teacher may lack expertise in professional management, training, and proper guidance and sometimes interfere with the smooth running of institutions. They also add that head teachers may be ignorant of the Ministry's policies and guidelines provided by the government.

Heads of schools are responsible in all matters concerning pupils in their schools by making sure that, pupils remain safe while teaching and learning environment also remain safe for both pupils and other members of staff to remove dangers to pupils. Among the dangers to pupils is when the punishment seems to be the solution to every mistake the pupil makes regardless of intensity of the offense. United Nation's (2008), was that some pupils have failed to complete their primary and basic education due to factors linked to the use of corporal punishments especially, in primary school where teachers believe in the use of corporal punishment as the principal strategy to control pupils' behavior

A study conducted by Maphosa, & Shumba. (2010), a researcher from the University Teaching and Learning Office in South Africa found that educators generally feel disempowered in their ability to maintain discipline in schools with the absence of corporal punishment. The thrust on children's rights and subsequent banning of

corporal punishment has ushered in era of freedom for learners who no longer have respect or fear for their educators. Corporal punishment should not be used all the time, but just in case it can help educators to give a correction which will help students to understand their mistake (Lazarus, et al, 2017).

Therefore, Social Learning Theory provides a valuable framework for understanding the challenges faced by primary school heads in managing pupil discipline, particularly when considering the use of corporal punishment, as it highlights how behaviors are learned through observation, modeling, and reinforcement

2.5 Conceptual Framework.

The conceptual framework in this study assumes of the capabilities of the heads of schools in administering corporal punishment in primary schools in Mbeya District Council. The framework has been divided into dependent, Intervening, Mediator, and independent variables. The Independent variable comprises school heads' capabilities, which are interconnected to supervising and assessing the outcome in the schools. Intervening or Mediator variables show pupils' perception and heads of school challenges. The dependent variable in this study includes the administration of corporal punishment in primary schools. The conceptual model is shown below in this conceptual framework.

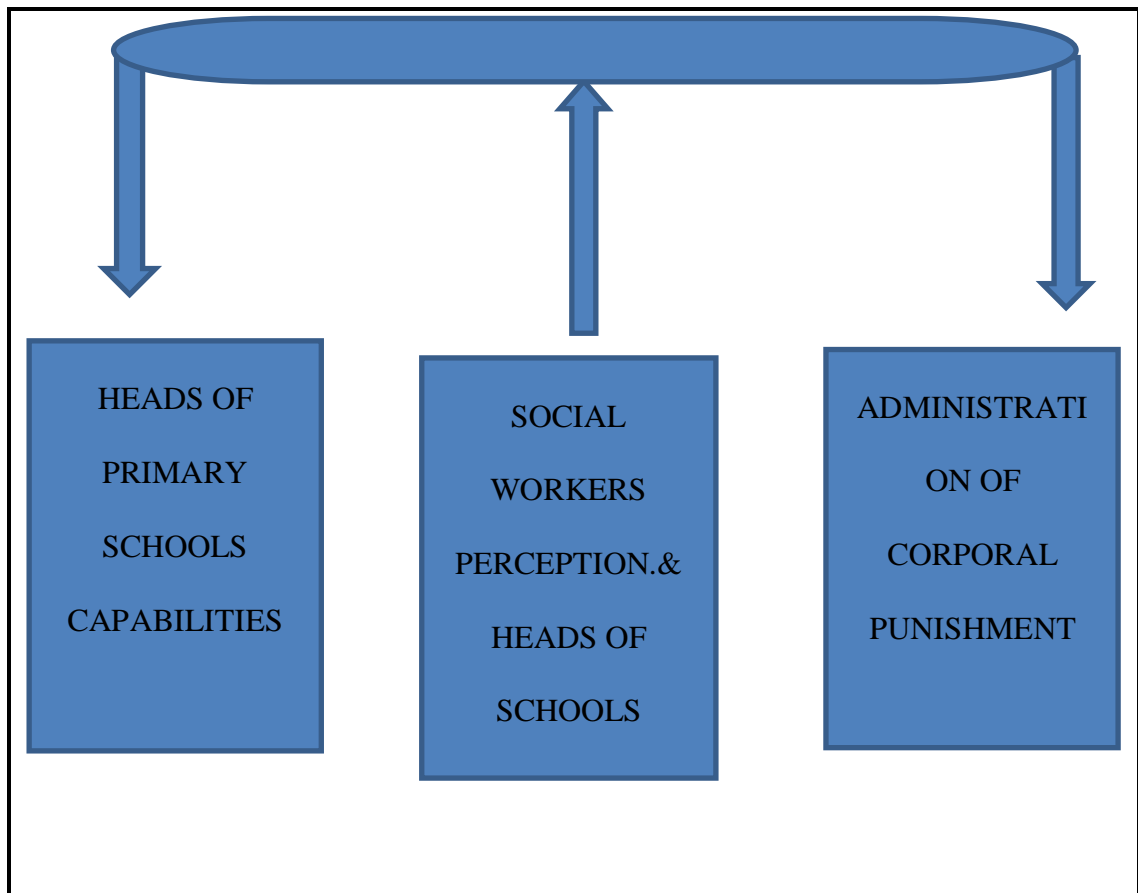


Figure 2.1: Relationship between Independent Variables and Dependent Variables

Figure 2.1 above provides a pictorial representation of the conceptual framework. Arrows show how good administration (Guidance and counseling, building self-efficacy, and positive reinforcement) influence contextual factors (social workers' perceptions and challenges of the head of the school) to bring about changes. As outcome variables show, positive behavior changes improved learning and good behavior.

2.6 Research Gap

It is evident from the reviewed studies that many researchers have talked about corporal punishment and different issues apart from the cited study problem. For example, Aristides & Mwila (2022) cited on Corporal Punishment and its Effect on school attendance; Gerald on Attitudes, Knowledge, and beliefs about Corporal punishment; Kambunga (2018) on Challenges in managing pupils' discipline in Tanzania schools and Lema & Gwando, (2018) based on Pupils perception in enhancing discipline in Tanzania schools. Again, Odhiambo (2017) studied the Effect of corporal punishment on the performance of primary school pupils in Tanzania, while Ndiku (2017) directed himself to the teachers' perception of corporal punishment ban in primary schools. In all this literature, the researchers have said nothing about the capabilities of the heads of schools in administering corporal punishment in primary schools. Also, most of them had primarily focused on understanding the intensity of the problem, which is why there was a need to research heads of schools' capabilities on the administration of corporal punishment in primary schools because they are the key players in all issues concerning school administration as well as managing pupil's discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter presents the research methodology and the study area, as well as the research design, research philosophy, research approach, study area, study population, sample and sampling procedure, sample size, method of data collection, Data processing and analysis, validity and reliability of the research instrument, and ethical considerations.

3.2 Research Philosophy

According to Collis and Hussey (2014), research philosophy refers to the beliefs, assumptions, and methodologies guiding how researchers approach their investigations. It provides a framework for understanding the nature of knowledge, the role of the researcher, and the methods used to gather and interpret data. This study was guided by a pragmatism approach, concentrating on the ideas necessary to provide accurate and stimulating information and promote action. Pragmatism consists of positivism and interpretivism, where positivism relies on measurement and reason, that knowledge is revealed from a neutral and measurable (quantifiable) observation of activity, action, or reaction.

3.2.1 Research Design

According to Kothari (2007), the research design is a plan of action, collection, and data analysis in an economical, efficient, and relevant manner. Also, it can be defined as an arrangement of conditions for the collection and analysis of data in a manner

that aims to combine relevance to the research purpose with economy in procedure. In this study, the researcher employed a descriptive research design because it enabled the adoption of both quantitative and qualitative research approaches to examining heads of primary schools' capabilities and the administration of corporal punishment in disciplining pupils in primary schools.

3.2.2 Research Approach

This study employed a mixed-research approach with both quantitative and qualitative methods. A mixed approach can integrate postpositivism and interpretivism philosophical views. Therefore, the study involved information related to the participants' perceptions and experiences. The approaches had the best chance of answering research questions by combining two sets of strengths while simultaneously compensating for the weaknesses of each method (Dawadi et al., 2021).

3.3 Study Site

The study was conducted in Mbeya District Council, which consists of 28 wards with a total population of 305,319 (Males 143,779 and Females 161,540). The reason for its choice is that it is one of the districts which, like other areas in Tanzania, also experience the administration of corporal punishment. Three wards were purposively selected: Swaya, Igale, and Inyala. According to the infographics of the Mbeya population in 2021, almost half comprises children, while 48.3% includes adults. Regarding child violence, Mbeya has reported many cases of corporal punishment to children. For instance, in 2017, 2018, 2018, and 2020, the number of children affected by corporal punishment became increasingly significant, marking the

highest number of 1353 in 2020 from 502 in 2017. One reason for conducting this study in the Mbeya District Council is that no similar research has been undertaken. Also, the Council is leading with many corporal punishments compared to the other 6 Councils of Mbeya.

3.4 Study Population

According to Kothari (2014), the population is the largest group from which the sample is taken. The study population included all head teachers, teachers, school community members, and students in selected schools. According to NBS, conducted in 2022, Mbeya District has a total population of 371259, where males were 173158 and females were 198101. The targeted population in the study will include three schools where three head teachers, three discipline masters/mistresses, three social workers, nine ordinary teachers, and eight two pupils will be involved.

3.5 Sampling Procedures

According to Kothari (2009), Sampling procedures are used to select a sample from the population. The process of choosing a portion of the population to represent the entire population is known as sampling.

3.5.1 Purposive Sampling

A procedure in which a researcher selects a sample based on a particular purpose and technique increases the findings' helpfulness. Head teachers, discipline masters/mistresses, and social workers were selected based on their positions, roles, and the information they must provide in the study. The head teachers handle day-to-day student learning activities and are the leading providers and supervisors of how corporal punishment is implemented and administered to students.

3.5.1.1 Simple Random Sampling

According to Teddie and Yu (2007), simple random sampling is a selection technique in which each unit in the population has an equal chance of being included in the sample, and the probability of a unit being selected is not affected by the selection of other units from the accessible population. This study used simple random sampling to select pupils and teachers.

3.5.2 Sample Size.

In this study, 100 participants were determined by stratified random sampling as recommended by Cohen et al. (2018) for the population of 500 people, with $\alpha = 0.01$ and confidence level of 95, 3 Heads of schools, three discipline masters, three social workers from purposive sampling; 9 teachers and 82 pupils by non-probability sampling. The reason for choosing this readymade sample size was that each quantitative category had an equal chance to be involved in the study. Secondly, this kind of sampling helps to minimize time and expenses and simplify accessibility (using a small number of participants to represent others). The sample of 100 randomly selected participants helped the researcher get detailed information about knowledge, the pattern of involvement, and awareness of the heads of schools' capabilities to handle student discipline by the administration of corporal punishment.

The researcher obtained the total number of teachers and pupils at the entire school and used it to compute the proportional sample size for each category. This was done by taking the total number of categories from each category (N_h) divide by the total number of participants of all study (N) multiply by the sample size (n).

$$N_h = (N_h/N)n \dots \dots \text{Equestion}$$

Table 3.1: Sampling Frame and Sample Size

S/N	Category respondents	of	Total target population	Sample size
1	Heads of schools		3	30
2	Discipline masters		3	30
3	Ordinary teachers		9	25
4	Social workers		3	6
5	Pupils		82	9
TOTAL			100	100

3.6 Inclusion and Exclusion Criteria

Population inclusion and exclusion ensure that the respondents selected are relevant to the topic under investigation (Goundar, 2019). This allows researchers to study a particular group effectively. In this study, a researcher will use the study's objectives to ensure population inclusion and exclusion. This range encompasses heads of school, discipline masters, ordinary teachers, social workers, and pupils.

3.8. Primary Data Source

The researcher collected Primary data directly from the field (Asenahabi, 2019). These are sometimes referred to as fresh data. Primary data was collected by interviewing respondents, through observation, and by administering questionnaires to respondents. Primary data was collected because it allowed a researcher to deeply

understand respondents' attitudes and beliefs about the topic under investigation. It also allowed researchers to understand the magnitude of the research problem in a natural setting and in real-time.

Excel sheets documented all the information gathered through these primary and secondary data collection methods. Subsequently, the data was transferred to statistical analysis software, Statistical Package for the Social Sciences (SPSS), for thorough processing and analysis. This method, in alignment with Hayes et al. (2022), was chosen for its effectiveness in gathering personalized, detailed, and multi-dimensional information, thereby enhancing the depth and richness of understanding of the research topic.

3.9 Data Collection Methods

This study used questionnaire Interviews, focus group discussions, and Documentary reviews as data collection methods. Cohen, Manion, and Morrison (2018) argue that methodological triangulation enables the researcher to confirm findings. However, using more than one method ensured consistency and completeness of the information from each participant category.

3.9.1 Questionnaires

Macleod (2023) defines a questionnaire as a research instrument consisting of a series of questions to gather information from respondents. This study administered questionnaires to the heads of primary schools and discipline masters/mistresses during the data collection process. The researcher administered questionnaires to the selected respondents, and the questions set reflected the research objectives and questions. The researcher used this method because it is flexible and has a high

response rate since the respondents were fully engaged in answering the structured questions.

3.9.2 Interviews.

An interview involves asking questions to collect data from individuals with knowledge, experience, or opinions on a particular topic (Verlinden, 2019). In this study, interviews were used to gather information from heads of schools, discipline masters/mistresses and pupils on the challenges facing heads of primary schools in managing pupils' discipline.

3.9.3 Focused Group Discussion

This method was administered to Pupils to collect responses on the forms of corporal punishment used by teachers to discipline them and the perception of how corporal punishments affect their learning process. The participants using this method were selected because they have specific common characteristics related to the study objectives.

3.10 Validity and Reliability of the Research Instruments

This study applied several strategies to ensure the acceptability and trustworthiness of the methods and tools. Data validity refers to the extent to which a tool or method accurately measures what it is intended to measure, ensuring that the research findings genuinely reflect the reality of the studied phenomenon. Data reliability, conversely, refers to the consistency of the research findings over time or across different conditions, ensuring that the results are dependable and repeatable. Validity and Reliability are essential for ensuring the credibility and accuracy of a research

study (Kothari, 2004). Valid data answers the correct questions, while reliable data provides stable and consistent results over time.

3.10.1 Validity of Data

Validity is the ability to measure something effectively, efficiently, and accurately. It evaluates whether the conclusions are valid from the participants' perspective (Creswell, 2010). Therefore, Validity measures the participants' results and reflects the research question asked by the researcher. In this study, the researcher will pre-test all questionnaires prepared to increase their Validity before formally distributing them to the participants.

3.10.2 Reliability of Data

According to (Kumar, 2017), Reliability refers to a measurement that supplies consistent findings with similar values. It measures the consistency, precision, repeatability, and trustworthiness of research. Reliability is used to evaluate the stability of measures administered at different times to the same participants and the equivalence of sets of items from the same test. The better the Reliability is, the more accurate the results are, which increases the chance of making the correct decision in research. To improve the Reliability of the data, the researcher will employ a varied sample of heads of school discipline masters, ordinary teachers, social workers, and pupils involved in the study. Finally, the researcher will employ the research procedures while collecting data.

For the data to be reliable, each question in a questionnaire needs to be understood by all respondents in the same manner, and the responses must be consistent. To measure the degree to which a research instrument supplies consistent results after

repeated trials, the Reliability of data was improved by the researcher employing a varied sample of heads of primary schools, ordinary teachers, and pupils to be involved in the study. In this study, the Reliability of the questionnaires was established through a pilot study where ten students and three teachers in one primary school in Mbeya District Council participated in filling out the questionnaires. It also involved approaching the respondents, informing them of the purpose and significance of the study and the interview duration, asking for their consent to participate, and assuring them of confidentiality.

3.11 Qualitative Data Rigor

Qualitative data research refers to how researchers demonstrate the quality of their research. It is an umbrella term for several strategies and approaches that recognize the influence of multiple realities on qualitative research, such as the researcher's role during data collection and analysis. Multiple elements, including research skills, the social and research environment, and the community setting, shape the research process. Ayton (2024) Research is considered rigorous or trustworthy when members of the research community are confident in the study's methods, the data, and its interpretation.³ As Chapters 1 and 2 mentioned, quantitative and qualitative research are founded on different research paradigms. Hence, quality in research cannot be addressed in the same way for both types of research studies.

3.11.1 Dependability

Dependability is one of the criteria for trustworthiness in qualitative research. Dependability refers to the degree of consistency, Reliability, and stability of findings and interpretation throughout the research process (Qudacity, 2024). Also,

dependability refers to the stability of the data over time, and the conditions of the study can be explained (Walters, 2015). This study ensured dependability using various data collection methods, such as questionnaires, focus group discussions, and interviews.

3.11.2 Trustworthiness

In qualitative inquiry, trustworthiness refers to measuring research quality. Furthermore, it is the extent to which the instruments used for data collection are accurate, valid, and reliable, produce meaningful research findings, and have the quality of truth value (Yin, 2013).

3.11.3 Confirmability

Confirmability in qualitative research is when the insights collected reflect respondent views only without any subjective or biased views of the qualitative researcher reporting the study's findings. This requires the researcher to read objectively what they have seen and heard during the research, putting aside all prior expectations, prejudices, and stereotypes that could warp their interpretation (Ferrara & Meyners (2021). Confirmability highlighted the fairness and neutrality of the study procedure (Amin, 2020). To support the findings' Validity, the researcher ensured that all processes were carefully documented, and that transparency was maintained. Triangulating data from several sources and practicing reflexivity to recognize and mitigate any potential biases that could affect how results are interpreted were standard techniques.

3.12 Data Analysis and Presentation

This process involves examining the data that was collected from the study respondents. It will include organizing data to allow researchers to see patterns, identify themes, discover the relationships, develop expectations, and make interpretations or generate theories (Taherdoost, 2016). The study uses quantitative and qualitative data from questionnaires, interviews, focused group discussions, and documentary review. However, all these two analyses (content and descriptive analysis) were facilitated by SPSS (Statistical Package for Social Science), one of the widely used software in data analysis in research.

3.12.1 Data Analysis Method

According to Kothari (2004), data analysis means the computation of specific measures and searching for patterns of relationships among the data group. Data analysis combines and analyzes large amounts of data to identify trends and improve decision-making. The main objective is to convert the existing, disorganized data into a format that facilitates decision-making processes and makes it easier to read, conclude, and understand (Bhatia, 2017). In this study, the qualitative data was collected and analyzed through thematic. It involved making connections to the research questions while describing and further developing the themes from the data to answer the central research questions and making connections between the data collected and the data analyzed about the study objectives and questions expected to be addressed in the study. Quantitative data was collected using questionnaire tools, analyzed descriptive statistics using Scientific Package for Social Science (SPSS) version 16.0 software. This package is helpful because it is expected to involve

frequencies, cross-tabulation, and bivariate statistics. It enables the researchers to build and validate predictive models using advanced statistical procedures.

3.12.2 Data Presentation

Data presentation process involves examining the data collected from the study respondents. It includes organizing data to allow researchers to see patterns, identify themes, discover relationships, develop expectations, and make interpretations or generate theories (Taherdoost, 2016). In this study, quantitative data will be presented through tables, percentages and graphs while qualitative data will be presented through themes and best quotes from respondents

3.13 Ethical Consideration

Bhandari (2021) states that ethical considerations guide research designs and practices. Researchers must always adhere to a specific code of conduct when collecting data. These principles include voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication. These considerations protect research participants' rights, enhance research validity, and maintain scientific or academic integrity.

3.13.1 University Clearance

The researcher sought a research clearance letter from the Director of Postgraduate Studies at Open University before going to the field for data collection. This enabled the researcher to be introduced to the District Executive Officer and then to district education authorities, which gave the permit to the schools where the data was collected.

3.13.2 Confidentiality

Confidentiality means that you know who the participants are, but you remove all identifying information from your report Bhandari, (2021). The researcher ensured the confidentiality and privacy of participants over the information provided by carefully storing all the collected information, including those that appeared in notetaking and devices like audio files. During notetaking, codes were used to distinguish the interviewees and participants. Also, during report writing, codes and numbers were used, not the names of the participants. All citations, sources of information, and data were acknowledged by abiding by the copyright regulation.

3.13.3 Anonymity

Anonymity means that you do not know who the participants are and cannot link any individual participant to their data (Bhandari, 2021). The identity of research participants is kept secret. Thereby, there is no need to collect personal identity information from the participants, such as names and telephone numbers. The researcher will adhere to personality obligations to safeguard participants' privacy and confidentiality.

3.13.4 Assent or Consent

Informed consent refers to a situation in which all potential participants receive and understand all the information they need to decide whether they want to participate, Bhandari, (2021). While collecting data from the field, the researcher provided a self-introduction and explained the purpose and objectives of conducting this study to the research participants. The researcher sought informed consent for data access from

the participants, which enabled them to decide to participate in the study without offering any justification.

3.13.5 Do No Harm Principle

The purpose of research is not to hurt anyone or find out information at the expense of anyone (Avac, 2024). The purpose of good research is to find new information that will be helpful to society. The researcher in the study focused more on the benefits and minimized risk to participants who felt like withdrawing during the interview and left in a comfortable way that was considered to avoid harm.

3.13.6 Voluntary Participation

Voluntary participation refers to willingly participating in research studies without coercion or pressure. It is based on the principle of informed consent, where participants are provided with adequate information about the study, can make decisions, and are free to decide whether to participate. Voluntary participation is essential in ensuring that individuals have the autonomy to make their own choices regarding research involvement. (Cheryl Ting 2019). It called for researchers in any study to demonstrate non-maleficence (the principle of not harming) and ensure they protect participants and their data. This can be done at different stages through the research process: by decreasing the potential for risk or harm through careful study design, providing support or counseling services to participants during or after data collection, and maintaining confidentiality and anonymity in data collection and reporting. Finally, personal data must be protected or de-identified if stored for later analysis (Jasper, 2021).

CHAPTER FOUR

FINDINGS PRESENTATION AND DISCUSSIONS

4.1 Chapter Overview

This Chapter presents the study findings and discussion. It is composed of four major sections. The first section presents the demographic profile of the respondents. The second section presents findings based on the research questions. In contrast, the capabilities of primary school heads in supervising the administration of corporal punishment to pupils in Mbeya District Council have been analyzed. On the other hand, the presentation of findings and their discussion in this Chapter reflects the research objectives and questions.

4.2 Socio-Demographic Profile of the Respondents

The study involved 100 participants from Inyala, Swaya, and Igale wards. It is also essential to recognize that the sample size was reached at 100% because it was predicted to be 100 participants in a proposal. However, the final sample size was to be made after reaching a saturation point. This means that the saturation point was reached at the predicted sample size. Moreover, it is also essential to recognize that the study considered the demographic profile of participants during data collection because it is believed that in social sciences research, the personal characteristics of participants have a very significant role to play in expressing and giving responses about problems. Furthermore, in this study, a set of personnel characteristics, namely gender, have been examined. The results are illustrated in Table 4.1.

4.2.1 Gender Respondents

The schools where the study was conducted were mixed and not single-sex schools. The findings in Table 4.1 indicate that 71(71.0%) respondents were males, while 29(29.0%) were female. The findings imply that most of the respondents were males compared to females. Furthermore, these results revealed that this study involved both genders, as it has been stipulated by the Pan American Health Organization (2016) that the gender dimension is critical in our environment.

Table 4.1: Gender of the respondents

S/no	Gender of the respondents	Frequencies	Percentages
1	Male	71	71.0
2	Female	29	29.0
Total		100	100.0

Sources: Field data, 2024

4.2.2 Age of the respondents

Age: The findings of age of respondents indicated that more than 82(82.0%) of respondents age ranged from 11-19 years old, followed by 7(7.0%) which ranged from 31-40 years, 41-50 years range from 4(4.0%); while 2(2.0%) range from 51 and above. Furthermore, the variable age was examined according to Manoti (2015). Given this level of age, it is apparent that 18 years and above of the respondents are mature enough to provide information. Regarding the gender of respondents, the study had to investigate the gender of the respondents from Inyala Swaya and Igale, the wards where the study was conducted. The findings show that about 71.0% of the respondents were male, while 29.0% were female. The study shows that men took the lead in responding to the research questions, where more than half of the

respondents were interviewed than females since men participate in protected areas more often than females.

Table 4.2: Age of the respondents

S/no	Age categories	Frequencies	Percentages
1	20-30	5	5.0
2	31-40	7	7.0
3	41-50	4	4.0
4	51 and above	2	2.0
	11-19	82	82.0
Total		100	100.0

Sources: Field data, 2024

4.2.3 Respondents' Education Level

Education level: The results regarding education level indicated that out of 100 participants, 82(82.0%) had primary education, 11(11.0%) had diplomas, 5(5.0%) had certificates, and 2(2.0%) had Degrees. These indicated that the study comprised people with different levels of education. In line with Coral et al., (2022) education is a key factor that often leads to social and economic empowerment, positively contributing to individuals'

The findings in the table below showed that the level of education attained by the respondents is essential in the study as it can enable the researcher to get viable information from those groups ranging from teachers who are mature enough to understand the subject matter and the information required and for pupils who are being affected can be faithful enough to tell the truth on what is going on in the school especially Fried & Fried (2015)., on the issue of discipline and application of

corporal punishment to alleviate the situation. The results revealed that most people who managed to respond to the questionnaire had formal education, with constructive and genuine thinking about what they stand for.

Table 4.3: Respondents' Education Level

S/N	Education level	Frequencies	Percentages
1	Certificate	5	5.0
2	Diploma	11	11.0
3	Degree	2	2.0
4	Primary	82	82.0
Total		100	100.0

Sources: Field Data, 2024

4.3 Effect of Corporal Punishment on Pupils Being Practiced in Primary Schools

The study's first objective was to examine how corporal punishment is implemented and its effects on school pupils. In determining this study objective, the respondents were asked to determine how corporal punishment is implemented and how pupils are affected because it is practiced at the level of primary schools in Mbeya District Council. Respondents were given the choice to state whether they strongly agreed or disagreed or were neutral to the responses. Their responses are indicated in the table below:

Table 4.4: Effects of Corporal Punishment to Pupils

Statement	(n=100)	Strong Agree		Agree		Neutral		Disagree		Strong Disagree	
		F	%	F	%	F	%	F	%	F	%
Body Pain	100	92	92	8	8	-	-	-	-	-	-
Sadness	100	44	44	47	47	6	6	3	3	-	-
Fear	100	54	54	17	17	21	21	4	4	4	4
Anger	100	38	38	43	43	18	18	1	1	-	-
Shame and Guilt	100	6	6	6	6	28	28	48	48	12	12
Psychological Stress	100	77	77	23	23	-	-	-	-	-	-
Psychological Torture	100	100	100	-	-	-	-	-	-	-	-
Poor Performance	100	68	68	19	19	-	-	13	13	-	-
School Dropout	100	42		25	25	11	11	-	-	22	22

Sources: Field data, 2024

The findings in the above table indicated that all 100 respondents out of 100 and equivalent 100% were of the view that corporal punishments affect the pupils who are victims psychologically. scholars like Misinde et al., (2018) During the discussion, pupils stated that punishment is primarily implemented publicly, while all the higher and lower classes witness it. Again, 92 out of 100 of the respondents, which is equivalent to 92%, indicated that another significant effect was caused by body pain, followed by 77% who mentioned psychological stress, which resulted in poor performance in their studies being confirmed by 68% of the respondents.

On the other hand, very few respondents, that is 6 out of 100, equivalent to only 6%, showed that shame and feeling guilt are among the effects of the application of corporal punishment. The majority disagreed with this point, 48%, and the other 28% were neutral. Other significant findings showing the harmful effects of corporal punishment included sadness at 44%, fear at 54%, school dropout at 42%, and resulting to anger at 38%. In this view, corporal punishment still shows that it is not a solution to solving indiscipline matters for pupils in primary schools as they, in one way or another; affect pupils both bodily and mentally.

4.4 Integration of Empirical Findings and Social Learning Theory

According to social learning theory, a child is affected, whether psychologically, physically, or even mentally, when he is punished or when he witnesses their fellows being corporally punished by the teachers at school. The empirical findings from this study indicate that 100% of the respondents agreed that pupils are psychologically affected when they experience corporal punishment. 92% confess that they experience physical pain, and 77% experience Psychological Stress once they witness the administration of corporal punishment.

This aligns with the Social Learning Theory, where institutions like schools play a critical role in creating a pupils' learning environment and motivating the learners for their learning process. Also, Teachers are at the heart of the solution to end these behaviors in and around schools, as emphasized by UNESCO (2022); teachers see it as their responsibility to tackle the issue of violence in schools and believe they have the skills to deal with it.

4.5 The Roles of Social Workers in Preventing Administration of Corporal Punishment in Primary School

This is the study's third objective, which examined social workers' roles in preventing the administration of corporal punishment to primary school pupils in Mbeya District Council. In determining this study objective, the respondents were required to give their views on the best practices teachers in primary schools could apply to alleviate pupils' destructive behaviors apart from corporal punishment. Three Social workers were involved in the study. They were required to give their views on the statements by providing their comments on whether they agreed or disagreed with the alternative to corporal punishment. Their responses are shown in the table below:

Table 4.5: Roles of Social Workers in Preventing Administration of Corporal Punishment

Statement	(n=3)	Strong Agree		Agree		Neutral		Disagree		Strong Disagree	
		F	%	F	%	F	%	F	%	F	%
Provide support and Counselling	3	3	100	-	-	-	-	-	-	-	-
Helping Pupils to Address their Difficulties to keep them perform well	3	3	100	-	-	-	-	-	-	-	-

Improving Students' Behavior, Academic, safety, Emotional & Social Wellbeing	3	-	-	3	100	-	-	-	-	-	-
Mental Healthy Intervention	3	3	100	-	-	-	-	-	-	-	-
Provide Leadership in forming School Discipline Policies	3	-	-	3	100	-	-	-	-	-	-

Sources: Field data, 2024

The findings in the above table indicated that 100% of the respondents strongly agreed that the Provision of support and Counselling, as well as helping pupils to address their difficulties to keep them performing well and mental health intervention in schools is the best way of solving the pupils' destructive behaviors instead of using corporal punishment. During the discussion, pupils believed that they could understand well in the classes and obey the school rules even without corporal punishment, especially if the teachers' approach showed that they aimed to help them achieve educational goals. Khewu (2012)

Also, on Improving pupils' Behavior, Academic safety, Emotional & Social well-being, and Providing Leadership in forming School Discipline Policies, 100% of the respondents agreed that these methods could make the best practice other than applying corporal punishment to pupils when they misbehave. None neither strongly disagreed, agreed, nor neutral.

Therefore, based on the above study findings, the respondents' views on the extent of corporal punishment are not the best way of solving indiscipline behaviors among primary school pupils. Instead, other friendly measures may be applied as they cause no harm compared to corporal punishment, which also affects pupils physically, socially, and psychologically.

4.6 Integration of Empirical Findings and Social Learning Theory

This objective aims to determine the roles of social workers in preventing the administration of corporal punishment to primary school pupils. The study reveals that 100% of respondents indicated that providing support and counseling is a solution to overcoming pupils' lousy behavior. Not only that, but I also 100% supported helping pupils address their difficulties to keep them performing well, and 100% supported using mental health intervention as a solution. This aligns with the social learning theory, which sees corporal punishment as not the solution for alleviating indiscipline behaviors in school pupils Kipkertich (2021). However, social workers believe in using alternative ways that could not harm the client and believe in psychotherapy. This involves using guidance and counseling not only to students but also to teachers, parents, and administrators around the school settings and at pupils' homes.

4.7 Examination of Heads of Primary Schools' Capabilities in Supervising the Administration of Corporal Punishment to Pupils

Three selected Primary school heads responded to the well-constructed questionnaires with closed-ended questions, which were supplemented with short interviews to allow both the researcher and the respondents to develop their responses. The sample was expected to comprise both male and female respondents, and lucky enough, among the three heads of schools, one was male, and two were female.

The first part of the questionnaire demanded the respondents' profiles, which, apart from age and gender, demanded the respondents' level of education. To some extent, this is one of the essential factors set by the Ministry of Education, Science, and Technology, which states that the head teacher must possess a diploma or above at the level of primary schools Khewu (2012). During the study, it was found that two head teachers possess degrees, and one possesses diplomas.

In addition, during interrogation, it was found that they all had more than five years of work experience before being appointed to head the school. On the other hand, during interrogation by ordinary teachers on the capability of their leaders based on administrative roles like the ability to lead others, involving others in decision making, openness, and transparency, 80 percent ranked their heads "average," 15 percent ranked them "good." In comparison, 5 percent ranked "poor Collinson, & Tourish (2015)." This reveals that most teachers do not trust their heads, except in one school where almost all teachers ranked him well. Based on the essential documents required in the schools, all the necessary documents, such as the primary school Improvement guide, Financial Management Guide, Guidelines for school

supervision, Guidelines for school Capitation Grants, and Corporal punishment Policy, were present Ibrahim (2016). The Ministry supplied all essential documents for use in all schools; though the papers' presence is one thing, their application is another. On the other hand, the government supports the provision of training to the heads of schools and teachers, that is, capacity building to run their schools, especially the issue of implementation of corporal punishment; it was found that there were no frequent seminars/training on that. They insisted that these happen rarely and can happen once every two or even three years. The only training made is once the appointment is made, training is done at the district level, and thereafter, nothing continues. That is, there is no continuation of this capacity-building training for the heads of schools.

Because teachers are the ones who deal with pupils in all areas in the classrooms and outside the classrooms, they usually practice the administration of corporal punishment to pupils, and head teachers need to guide them on the issue. When asked how they guide the teachers on this, heads of schools claimed to give them training on dealing with pupils, especially for newly employed teachers. They said that once they reported to their stations, they were told to deal with pupils and the dangers of mishandling pupils, punishing them, and any other misbehaviors toward pupils. Concerning this, during interrogation by teachers, it was found that once received at school and given instructions, no follow-up is made on the administration of corporal punishment by claiming that the head teacher can't be around in all places like classrooms, outside duties, and other areas Collinson, & Tourish (2015)." Thus, it becomes easy for teachers to punish pupils without considering policy directives.

Generally, it can be noted that, together with the presence of essential documents that are required to be available at every school, frequent training for head teachers is lacking, and due to this, head teachers have a lot of tasks to do at school can't manage to prevent their subordinates from punishing pupils without following the policy directives. It is due to a lack of capabilities and managerial and administrative skills that allow teachers to punish pupils without following instructions Ndeto (2015). In contrast, the head teachers fail to create mechanisms that enable them to interact with pupils in and outside the classrooms. Sometimes, teachers confessed to this by claiming that it becomes impossible for teachers to wait for the head teacher's presence to punish pupils as sometimes heads cannot be around the school, the office, or in every classroom and for every teacher to initiate the punishment to pupils.

The presence of essential documents like policy for corporal punishment, head teachers, and all other necessary environments has not shown a positive impact on saving pupils from harm because of being corporally punished by teachers. The only meaningful measure is to reform the policy by removing corporal punishment in schools and replacing it with non-violent solutions; without this, pupils will continue to suffer from being harmed by teachers. Also, teachers and their subordinate's teachers need to be given training and frequent seminars on the harmful effects of punishing pupils without following policy directives, as it will save pupils from harm and make the school environment conducive to learning (Nakpodia, 2010).

4.8 The Challenges Facing Heads of Primary Schools in Managing Pupil's Discipline

The third objective of this study was to examine the challenges faced by heads of primary schools in managing pupil discipline. Therefore, in determining this study objective, the respondents were asked whether there are challenges faced by heads of primary schools while managing pupils' behaviors both from within and outside their schools Peter (2019) to get the best response, discipline Masters, and Heads of schools were to respond as they were aware of the school leadership environment compared with pupils. Their responses as per their knowledge were obtained as presented in the table below.

Table 4.6: Challenges Facing Heads of Primary Schools in Managing Pupil's Discipline

Statement	(n=15)	Strong Agree		Agree		Neutral		Disagree		Strong Disagree	
		F	%	F	%	F	%	F	%	F	%
Poor Policy Guidelines	15	13	86.7	-	-	-	-	-	-	2	13.3
Poor Support from Parents	15	12	80	-	-	3	20	-	-	-	-
Inappropriate Training on Discipline Management	15	6	40	6	40	-	-	3	20	-	-
Ineffective Alternative to Corporal Punishment	15	-	-	9	60	-	-	-	-	6	40
Multiple Responsibilities	15	7	46.7	4	26.7	2	13.3	1	6.7	1	6.7
Negative Attitude by Teachers on Supervision of Corporal Punishment	15	-	-	6	40	3	20	3	20	3	20

Sources: Field data, 2024

The findings in the above table revealed that out of the 15 respondents, 13, equivalent to 86.7%, agreed that the use of corporal punishments by teachers in primary schools is a result of poor policy guidelines. In comparison, only 2 out of 15 respondents, equivalent to 13.3%, were firmly against this statement. Another challenge that the majority of the respondents see as a challenge to the heads of primary schools is poor support from parents on the issue and, more significantly, in collaborating with school management to control pupils' destructive behaviors. Under this challenge, 12 respondents out of 15, equivalent to 80%, strongly agreed to be an obstacle, and only three respondents out of 15, which is comparable to 20%, were neutral; that is, they could not decide on whether it was a problem or not.

On the other hand, six respondents, who make up 40% of the respondents, strongly agreed that Inappropriate Training on Discipline Management by most teachers is a challenge to the Heads of schools in controlling pupils' destructive behaviors. In contrast, 20% denied this to be a challenge to the heads of schools to supervise the administration of corporal punishment. The remaining seven respondents, equivalent to 46.7%, pointed to multiple responsibilities as challenging. In contrast, the other 6 (40%) agreed that the negative attitude of teachers on the supervision of corporal punishment was problematic for the heads of schools.

These findings concur with the responses from the heads of schools, discipline masters and pupils when interviewed to find out challenges which face heads of schools in their schools on the issue of use of corporal punishment to discipline pupils Charles & Mkulu, (2020) For example, when the heads of schools were asked on difficulties being faced, one of the head teachers responded that:

You know, we as public institution we receive pupils from different families, with different rearing styles and with different cultures. Some parents prefer their pupils be punished to to be good pupils and by so doing will pass their exams. On the other hand, there are parents who do not like their pupils to be punished. Therefore, we as leaders we always fail to choose which is right or not rather than following the Guideline concerning corporal punishment.

On the discipline master's side, when asked why heads of schools fail to monitor implementation of corporal punishment as per guidelines, among them, claimed that;

Heads of schools face a lot of challenges from pupils, teachers and parents as well. For example, you can find a new teacher who is as well indiscipline by nature, and whenever being directed by the head of school is not ready to accept them.

He added that,

Even parents are part of those who make the position the heads of schools difficult to their attitudes towards disciplining their pupil. Normally all these make the heads of schools have multitask in handling their schools.

On the pupils' side, their responses were not far from heads of schools, discipline masters and teachers as well. Moreover, the findings concur with findings obtained by Olson (2009) to show that heads of primary schools have lot of challenges within and outside the schools, responses from pupils were as follows:

One of the pupils responded that:

What is going here at school is the same as what happened at home. My parents always believe is striking us by stick whenever we go

wrong. And when I come here at school, I find the same thing is happening. Therefore, it is normal to me.

Contrary to this, another pupil claimed that,

We at home, our parents are never beating us, but they only tell us not to do wrong, they guide us and most of the time encourages us to study hard and if we pass, they bought us prizes.

This shows that, those pupils come from different localities and families which most of the time can make law enforcers at schools including heads of schools difficult to lead.

In another school, when pupils asked on the situation at their school, one of the pupils said that:

Here at our school, we are wondering on how these teachers differ in when comes to the use of corporal punishment. The head of schools told us how and when we are to be corporary punished. Some teachers are following what the head of school instructed but others do what they like regardless of injuries which we pupils are getting.

She added that

You find some teachers are so peace and you can hardly see them carrying a stick, but there are teachers whose sticks are part of their lives be it in the classroom or outside the classroom. I hate these teachers so much and I do not even like to see them. Bad enough even girls are being beaten at their buttocks with those male teachers while the head teacher sees them but do nothing to stop them. I always find myself to hate coming to school.

4.9 Integration of Empirical Findings and Social Learning Theory

Head teachers are the heart of the solution to ending violence against pupils, especially the use of corporal punishment in and around schools. The empirical findings from this study indicate that 100% of the respondents cited providing support and counseling and helping pupils address their difficulties as the roles of social workers, opposing teachers who believe in corporal punishment.

Being the supervisors of the teachers, heads of schools face several difficulties in controlling teachers from administering corporal punishment to pupils. This is because teachers see it as their responsibility to tackle the issue of violence in schools and believe they have the skills to deal with it. It also shows that teachers did not recognize corporal Punishment made on and offline as acts of violence. In alignment with the social learning theory, apart from teachers and other stakeholders who see corporal punishment as the solution for alleviating indiscipline behaviors in school pupils, social workers believe in using alternative ways that could not harm the pupils and believe in psychotherapy (Fatau & Pylman, 2020).

4.10 Effect of Corporal Punishment on Pupils Being Practiced in Primary School

The implementation of corporal punishments in primary schools can be viewed as a historical phenomenon in African and Tanzanian ways of learning and acquiring knowledge Yoshida, (2011). Since immemorial, corporal punishments have been used mainly to effect and manage discipline amongst pupils.

The study revealed that in the Tanzanian context, corporal punishment for pupils in primary schools is legal, and the process of implementing it has been provided in the

policy while directing the heads of schools to supervise it to avoid harm to pupils. However, in the study, the respondents pointed out some common ways in which corporal punishment is administered to pupils in Primary schools about the powers vested in head teachers, who in turn let it to the teacher to apply and use corporal punishment contrary to the policy.

Further, during the study, it was noticed that teachers do not follow the guidelines provided, and the heads of schools do not typically give instructions or supervise the implementation. Pupils are being punished regardless of the presence of the head of the school. Hecker and Thomas (2014), who conducted a study on corporal Punishment to pupils in Tanzanian primary school-aged children, it was revealed that there is no legalized or accepted process within which the infliction of corporal punishments is practiced, but since the mandate is vested in the teachers. Those charged with disciplining pupils in primary schools ordinarily, the process is seen in teachers' discretion. This indicates that teachers are free to implement this exercise even without the directives of the head of the school as directed by the policy.

In the conduct of the study, most of the pupils participated in the focused group discussion, suggested that it should be abolished, and drew inferences on the recent corporal punishment cases where sometimes pupils lost their lives. In this context, implementing corporal punishments results in fear; others are more linked to its physiological harm. The study conducted by Al-Taher (2014) on corporal Punishment concurs with the study findings that corporal Punishment is associated with psychological effects on pupils, impact on the learning process, and effect on pupils' behavior,

This, therefore, reveals that heads of schools are not capable enough to supervise the implementation of corporal punishment to protect pupils; that's why teachers can practice it without following the directives. As a result, pupils are sometimes harmed, times causing severe injuries and even deaths. It has been further revealed that there are several harmful effects of infringement of corporal punishment, ranging from physical injuries to psychological and mental. If heads of schools cannot take part and practice their duties well, corporal punishment will continue to harm pupils now and then.

4.11 The Roles of Social Workers in Preventing Administration of Corporal Punishment in Primary School

Social workers are an essential link between students, teachers, and the family. Their responsibility at school involves providing leadership, mental health support, clarity around school discipline, and other services.

According to the study, to expand their ability to lead their schools and create a safe learning environment, heads of schools need to cooperate with social workers in controlling pupils' behaviors. Social workers believe in using non-violent measures that cannot cause harm to pupils. Among the measures being considered to discipline indiscipline pupils in schools include counseling, helping pupils address their difficulties, providing mental health intervention, and relying on policy guideline (Wanjugu, 2023). To achieve all these, heads of primary schools need to be equipped with training on capacity building on how to handle school matters, including alleviating pupils' discipline at schools, as this could increase their capabilities to manage not only the school administrative matters but also pupils' discipline.

By applying administrative and leadership knowledge gained, heads of schools need to follow all the guidelines provided by the Ministry concerning the administration of corporal punishment and guide teachers on the best way of punishing indiscipline pupils. The lack of incapable school heads of schools may go against social workers' roles who believe in using non-violent ways in disciplining pupils, especially the use of corporal punishment (Sekhwama, 2019). Thus, social workers should work hand in hand with heads of schools in solving the problem of indiscipline matters from pupils so that no harm will be induced to pupils, thus making school a safe place for every pupil and making the learning environment attractive to every school member.

4.12 The challenges Facing Heads of Primary Schools in Managing Pupil's Discipline

A Head teacher manages a school and creates a positive and appropriate learning environment. Their duties include helping deliver the highest standard of education to the students, supporting Teachers and staff, and ensuring an overall safe and successful school environment. The study revealed that head teachers face many challenges in managing their schools.

The study revealed that heads of primary schools in Mbeya District Council have a lot to do with their schools, though they face several challenges in supervising discipline issues within their schools. In reflection of the study's findings, one may note that the heads of schools' capability to oversee and manage pupils and teachers to follow the set policy directives in implementing corporal punishment to pupils can play a significant role in rescuing the pupils from being harmed. A harmonious and safe school environment is a source of pupils' achievement in their academic progress Kutsyuruba, Klinger & Hussain (2015). Weak school leadership can result in

poor academic performance for pupils and the school. Strong school leadership may attract pupils to learning and improve performance due to a safe learning environment.

During the study, it was revealed that heads of primary schools face many challenges that typically hinder them from performing their daily leadership activities better. These range from within the administration system, for example, poor policy guidelines, which can provide better methods of dealing with pupils' behaviors, and Inappropriate Training on Discipline Management. Others include Negative Attitudes by Teachers on the Supervision of Corporal Punishment and ineffective Alternatives to Corporal Punishment by the teachers Mansor, Sanasi, & Wahab, (2017). At the same time, heads of schools often face multiple responsibilities while getting poor support from parents in familiar ways, which could help pupils avoid engaging in indiscipline issues at home and school. Capable head teachers can attract pupils' attendance at school, and disciplined teachers who follow the policy directives can affect not only pupils but also the smooth running of the school, primarily if the school leaders are provided with training on capacity building in running the day-to-day activities of the entire institution.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents a detailed summary of the study and conclusions and recommendations based on the findings presented in chapter four. More details are given as follows,

5.2 Summary

The purpose of the study was to examine the capabilities of primary school heads in supervising the administration of corporal punishment to pupils in Mbeya District Council. The following objectives guided the study. The general objective was 'to examine heads of primary schools' capabilities in supervising the administration of corporal punishment to pupils. Three specific objectives guided it: to investigate the effect of corporal punishment practiced in primary schools, assess the challenges facing heads of primary schools in managing pupil discipline, and explore the roles of social workers in preventing the administration of corporal punishment.

A review of literature focused on the effect of corporal Punishment used to discipline pupils in primary schools, challenges faced by the heads of primary schools in managing pupils' behaviors, and Roles of Social workers towards the use of corporal Punishment to discipline pupils as presented in chapter two. The situation shows that the increase in strokes in schools is caused by the limited ability of head teachers to manage the discipline of students. The majority of the states, including Tanzania, have not taken initiatives and proper steps towards the abolition of corporal Punishment is one of the acts that denies the rights of children. This makes schools

unhealthy teaching and learning environments for students. As a result, this makes corporal Punishment widespread. Corporal Punishment is the intentional application of physical pain to change behavior.

It is worth noting that there is a lack of frequent training for head teachers; as a result, head teachers have a lot of tasks to do at school and, thus, can't manage to prevent their subordinates from punishing pupils without following the policy directives. Due to a lack of capabilities and managerial and administrative skills, teachers punish pupils without following instructions. In contrast, the head teachers fail to develop mechanisms that enable them to know how teachers interact with pupils in and outside the classrooms.

Social Learning Theory sees corporal Punishment as not the solution for alleviating indiscipline behaviors in school pupils Bandura (1998). However, social workers believe in using alternative methods that do not harm the client and believe in psychotherapy. This involves providing guidance and counseling to students, teachers, parents, and administrators in school settings and at pupils' homes.

The study used interpretivism philosophy and postpositivism design, and the approach used was qualitative and quantitative to answer the following research questions: What is the effect of corporal punishment used to discipline pupils in primary schools in Mbeya District Council? What are social workers' roles in using corporal Punishment to discipline pupils in primary schools in Mbeya District Council? And what are the challenges facing heads of primary schools in managing pupil discipline in primary schools in Mbeya District Council?

The following were the findings: Corporal Punishment affects pupils in all dimensions, including psychological, physical, and mental, leading to pupils' lacking confidence at school, which may affect their learning process.

Apart from the effect on pupils, social workers' roles were found to be part and parcel of solving the problem. Social workers significantly reduce harm to pupils by providing guidance and counseling to pupils and teachers, providing leadership, mental health support, and clarity around school discipline. Usually, social workers believe in using non-violent measures that cannot cause pupils harm and thus create harmony around the school. Based on the challenges facing heads of primary schools in managing pupil discipline in primary school, the study revealed that there are poor policy guidelines for better methods of dealing with indiscipline issues, lack of continuity in Training on Discipline matters, negative attitudes from fellow teachers on implementing corporal Punishment and lack of ineffective alternative to corporal Punishment by the teaches. Also, most of the time, heads of schools find themselves facing multiple responsibilities and receiving poor support from parents.

During the study process, the respondents were asked to identify their sex, age, and level of education. Concerning the sex of the respondents, most were male, which is equivalent to 71%, while 29% were female. Hence, the findings implied that male and female respondents, most of whom were male, actively participated in the study. Among these respondents were teaching staff, social workers, and pupils, who made a significant share. This also indicated that the researcher did not in any way suggest any gender differences among the respondents; instead, all were done as per research ethics. Concerning the age of respondents, the study involved respondents of various

ages. Most respondents were pupils who were victims of the issue (CP). The ages of teachers and social workers vary greatly as employees; there are seniors and most juniors in the employment system. For example, most teachers ranged from 18 to 40 years, while the expected retirees aged 50 and above were only 2. This implies that few respondents were senior teachers, and most were pupils. All these respondents could share their views on the administration of corporal punishments in primary schools in Tanzania.

Regarding respondents' education level, it was revealed that the respondents who participated in this study had different levels of education. Hence, that level enabled them to understand the questions in the questionnaires and interview guides during focused group discussions Nyumba, Wilson, Derrick & Mukherjee, (2018), they gave their views on how corporal punishment is practiced while determining the Heads of schools' capability to supervise it per the Ministry of Education, Science, and Technology guidelines. During the study, it was revealed that the respondent's level of education varied from the Certificate level (Teachers Grade A) (2%), Diploma (11%), and bachelor's degree holders (2%) for teachers and Social workers.

5.3 Conclusion

In Tanzania's culture, corporal punishment has been legalized in primary schools as a means of controlling pupils' bad behavior, behavior, and directives have been given to the heads of schools on how to implement it. Several methods and approaches have been used to ensure pupils adhere to the teachers' directives to maintain their discipline at school, create a conducive learning environment, and perform better academically. In this regard, corporal punishment is one of the standard methods

used in those schools. This includes stripping, carrying buckets of water, watering flowers, and cleaning classes; all these are used to maintain the pupil's discipline.

Being responsible for supervising the administration of corporal punishment in their schools as per policy guidelines provided, heads of schools are supposed to guide their subordinates in following it. However, it has become difficult for them to control the practice. Thus, pupils are being punished without following guidelines, and as a result, pupils find themselves suffering psychologically and physically. Furthermore, in implementing this, heads of schools are not fully getting support from different stakeholders in controlling pupils' bad behavior. For example, while parents fail to provide necessary support and continuity of training on the best way of handling pupils' behaviors, poor policy guidelines and frameworks also affect the provision of training to fellow staff, mainly newly employed teachers. To accomplish these, social workers need to intervene in the situation as they believe in using non-violent methods to control pupils' behaviors, such as counseling and mental health intervention.

5.4 Recommendations

Given the above conclusions, the study makes the following recommendations:

5.4.1 Recommendations for Action

i) The Government should implement incentive schemes to attract teachers by providing them with capacity-building seminars, especially training on policy guidelines, and giving them necessary support from different stockholders, such as government and non-government institutions dealing with the Education sector and social issues.

- i) ii) Due to globalization, teachers should be educated about nonviolently delivering punishment in schools.
- ii) The newly appointed heads of schools should be provided with induction seminars or short courses before being sent to their new stations. Regular meetings and workshops should follow this to support experienced and newly appointed heads of schools in acquiring new knowledge and leadership skills.
- iii) To make these school heads effective in the management of corporal Punishment for the present and future, the seminars and workshops should include emotional management and instructional leadership. Since teachers perform most of the heads of school's duties, in and outside the classrooms, they should also be given leadership and management training before being appointed to head the school. This could enhance their leadership competencies when appointed.

5.4.2 Recommendations for Further Studies

- i) A large-scale study needs to be conducted in Mbeya District Council to examine further the capabilities of heads of primary schools in supervising the administration of corporal punishment to pupils. The fullness point obtained within this study suggests that the findings could apply to a large portion of the population.
- ii) The researcher recommends that because the study did not exhaust all matters related to corporal Punishment in schools, it raised other issues that require further investigation.

- iii) Because this study covered only one District Council and only three schools, more comprehensive studies should be undertaken to include a larger population and determine whether the problem exists in other Districts and Regions.

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APPENDICES

QUESTIONNAIRES FOR HEADS OF SCHOOLS, DISCIPLINE MASTERS, ORDINARY TEACHERS AND PUPILS.

My name is Janeth Gabriel Kwira a student from Open University of Tanzania, pursuing a Master Degree in Social Work. I am now undertaking a study titled Heads of primary schools capabilities in supervising administration of corporal punishment to pupils in Tanzania with a focus on Primary Schools in Mbeya District Council. The study intends to gather information from social workers concerning the study, Kindly fill in the blank spaces correctly and honestly

Personal Information:

Name of School:

Position held:

Demographic Data:

1. Sex: Male (); Female ()

2 Age: 20-30 (); 30-40 (); 40-50 (); 50 and above ()

3. Level of Education:

(a.) Basic Education ()

(b.) Tertiary Education ()

(c.) Degree ()

(d.) Masters ()

SECTION II

The effect of forms of corporal punishment used to discipline pupils in primary schools in

Mbeya District Council?

S/N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Body Pain					
	Sadness					
2	Fear					
3	Anger					
4	Shame and guilt					
5	Physiological stress					
6	Psychological touch					

SECTION III: Challenges facing head Teachers in supervising administration of corporal punishment to discipline pupils in primary school. Please tick (✓) your answer in every statement

S/N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Poor policy guideline frame work					
2	Lack of necessary support from parents					
3	In appropriate training on aspects of discipline management					
4	In effective alternative to corporal punishment					
5	Multiple responsibilities					
6	Negative attitudes of teachers towards supervision					

QUESTIONNAIRES FOR SOCIAL WORKERS

My name is Janeth Gabriel Kwira a student from Open University of Tanzania, pursuing a Master Degree in Social Work. I am now undertaking a study titled Heads of primary schools capabilities in supervising administration of corporal punishment to pupils in Tanzania with a focus on Primary Schools in Mbeya District Council. The study intends to gather information from social workers concerning the study, Kindly fill in the blank spaces correctly and honestly

The roles of Social workers towards use of corporal punishment to discipline pupils in Mbeya District Council

S/N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	To provide support counseling					
2	Helping children to address difficulties that keep them from performing well in school					
3	To improve students behavior, academic success, attendance, safety, emotional and social well-being					
4	Mental health intervention					
5	Provide leadership in forming school discipline policies					

THANK YOU FOR SHARING YOUR KNOWLEDGE

DODOSO LA KISWAHILI

DODOSO KWA WALIMU WAKUU, WALIMU WA NIDHAMU, WALIMU, NA WANAFUNZI.

Naitwa Janeth Gabriel Kwira mwanafunzi kutoka chuo kikuu huria cha Tanzania, ninayesomea shahada ya uzamili ya ustawi wa jamii. kwasasa ninafanya utafiti kuhusiana na uwezo wa wakuu wa shule za msingi katika kusimamia utoaji wa adhabu ya viboko kwa wanafunzi nchini Tanzania ukilenga shule za msingi katika halmashauri ya wilaya ya Mbeya. utafiti unakusudia kukusanya taarifa kutoka kwa walimu wakuu, walimu wa nidhamu, walimu, wanafunzi na maafisa ustawi wa jamii. Tafadhali jaza nafasi zilizo wazi kwa usahihi na kwa uaminifu.

Taarifa binafsi:

Jina la Shule:

.....

Nafasi unayoshikilia:

.....

Data ya idadi ya watu:

1. Jinsia: Mwanaume (); Kike ()

2 Umri: 20-30 (); 30-40 (); 40-50 (); 50 na zaidi ()

3. Kiwango cha Elimu:

(a.) Elimu ya Msingi ()

(b.) Elimu ya Juu ()

(c.) Shahada ()

(d.) Mabwana ()

Athari ya adhabu ya viboko kutumika kuwatia adabu wanafunzi wa shule za msingi katika Halmashauri ya Wilaya ya Mbeya?

S/ N	Taarifa	Nakubali sana	Nakub ali	Sikoupandew owote	Sikubali ani	Sikubalianik abisa
1	MaumivuyaM wili					
	Huzuni					
2	Hofu					
3	hasira					
4	Aibunahatia					
5	Mkazowakisaik olojia					
6	Mgusowakisaik olojia					

SEHEMU YA III:

Changamoto zinazowakabili walimu wakuu katika kusimamia usimamizi wa adhabu ya viboko kwa wanafunzi wa shule ya msingi. Tafadhali weka alama (✓) kwenye jibu lako katika kila kauli

S / N	Taarifa	Nakub alisana	Nak ubal i	Sikoupan dewowote	Sikub aliani	Sikubalia nikabisa
1	Mwongozombayawa sera					
2	Ukosefuwamsaadakutokakwaw azazi					
3	Ukosefuwamafunzokuhusumas ualayausimamiziwanidhamu					
4	Njiambadalayaadhabuyaviboko					
5	Majukumumengi					
6	Mitazamohasiyawalimukuhusu usimamizi					

DODOSO KWA MAAFISA USTAWI WA JAMII

Majukumuya Afisa Ustawi wa Jamii katika kutumia adhabu ya viboko kuwatia adabu wanafunzi katika Halmashauri ya Wilaya Mbeya

S / N	Taarifa	Naku balisana	Nak ubali	Sikoupa ndewote	Siku baliani	Sikubaliani
1	Kutoa ushauri					
2	Kuwasaidiwa to kushughulikia matatizo ambayo yanawazuia kufanyavizuri shuleni					
3	Kuboresha tabia yawa na funzi, mafanikio ya kitaaluma, mahudhuro, usalama, kihisiana ustawi wa kijamii					
4	Uingiliaji wa afyaa kili					
5	Kutoa uongozi katika kuunda sera zaidi hamu shuleni					

THANK YOU



UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATIONS
AND LOCAL GOVERNMENTS



MBEYA DISTRICT COUNCIL

13RD AUGUST, 2024

When replying please mention:

REF. NO. MDC/SI.10/8.VOL VI/175

TO ALL: PRIMARY HEAD TEACHERS OF
MBEYA DISTRICT COUNCIL,
P.O.BOX 599,
MBEYA.

RE: PERMISSION FOR DATA COLLECTION AND RESEARCH

Reference is made to the captioned subject matter.

2. The office have received a letter of reference no. **OUT/PG20210463** with the date 05th August, 2024 from the Open University of Tanzania Office titled re: research clearance for Ms. **JANETH GABRIEL KWIRA** REG NO. PG20210463.
3. May I introduce Ms. **JANETH G. KWIRA**, Who is a bonafide student from the Open University of Tanzania required to collect data and doing research.
4. The title of the research is "*Examining Heads of Primary Schools Capabilities in Supervising Administration of Corporal Punishment to Pupils in Tanzania.*" The case study of Mbeya District Council. She will collect her data at your area from 06th August, 2024 to 30th October, 2024.

Please assist her accordingly.

Fransisca Fletcher Nzota

FOR: MBEYA DISTRICT COUNCIL EXECUTIVE OFFICER

KNY. MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA YA MBEYA

COPY: JANETH GABRIEL KWIRA

Open University of Tanzania
P.O.BOX 23409
DAR-ES-SALAAM

Capabilities in Supervising Administration of Corporal Punishment to Pupils in Tanzania. The Case of Mbeya District Council (R)". She will collect her data at your area from 6th August 2024 to 30th October 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Gwahula Raphael Kimamala

For: **VICE CHANCELLOR**

MANUSCRIPTS**EXAMINING HEADS OF PRIMARY SCHOOLS CAPABILITIES IN
SUPERVISING ADMINISTRATION OF CORPORAL PUNISHMENT TO
PUPILS IN TANZANIA: THE CASE OF MBEYA DISTRICT COUNCIL (R)****JANETH GABRIEL KWIRA****REG NO. PG 20210463****ABSTRACT**

The study titled "Examining heads of primary schools' capabilities in supervising the administration of corporal punishment to pupils in Mbeya District Council" was guided by three specific objectives: to investigate the effect of corporal punishment practiced in primary schools, to investigate the roles of social workers in preventing the administration of corporal punishment, and the challenges facing heads of primary schools in managing pupil's discipline. The study was guided by social learning theory, and pragmatic philosophy, compatible with descriptive research design was used. A sample size of 100 research subjects was selected to inform the study. The quantitative data were collected using questionnaires and analyzed descriptive statistics using Statistical Package for Social Sciences (SPSS), while the qualitative data were collected using interviews and thematic analysis analyzed. The study revealed that failure to supervise the administration of corporal punishment to pupils leads to harmful effects in all dimensions of pupils. The main challenges faced by the heads of primary schools include poor policy guidelines, poor support from parents, and multiple responsibilities by the school heads. Social workers' critical roles involve providing support and counseling, helping pupils address their

difficulties to keep them performing well, and providing mental health intervention. The study concluded that heads of primary schools should be trained in Discipline Management, including supervising teachers on the administration of Corporal Punishment and finding another alternative. Finally, the study recommends that teachers be given induction seminars and training on capacity building to heads of schools, and newly appointed heads be provided training on leadership and corporal punishment policy guidelines for all teachers

Background of the Study

The administration of corporal punishment to children as a means of alleviating destructive behaviors has a long history. It can be traced back to the Middle Ages when it was handed out as punishment for some crimes Durrant, (2021). Corporal punishment was implemented at the family level, in the community, and in society at large. Corporal punishment was generally used in the early times of Moses, in the laws of Sparta, Troy, Athens, and many other Greek states (Yasmin, 2018). It was also practiced in medieval Christian church traditions, especially in Judaism. It is practiced in many countries worldwide and remains in some European communities' judicial systems.

In the African context, the administration of corporal punishment is complex and bound by multifaceted socio-cultural norms, values, practices power relations, and structures which are underpinned by strong, longstanding traditional tenets and beliefs alongside written formal laws Mayisela (2017). Corporal Punishment: Cultural-historical and socio-cultural practices of teachers in a South African primary school. African children are exposed to various forms of physical and psychological

violence and are happening in almost all settings, the home, the school, within the community, and in alternative care and justice institutions. Administration of corporal punishment has been accepted in most African communities, if not all, for a long time as an appropriate measure in child-rearing.

In the United Republic of Tanzania (URT), the National Education Act of 1978, under the National Education Regulations 1979 under article 60, authorizes the administration of corporal punishment in schools by striking a pupil on his hand or his usually clothed buttocks. The guideline also allows teachers to strike a pupil with a light, flexible stick but excludes striking a child with any other instrument or on any other part of the body Partin (2009) The guideline directs that corporal punishment may be administered for severe breaches of school discipline or grave offenses. It should be reasonable and consider the gravity, age, sex, and health of the pupils, and it should not exceed four strokes on any occasion.

Just like other regions, corporal punishment administration also exists in the Mbeya Region. Different efforts are being made to establish different programs and ensure that children at home and schools remain safe. These programs involve different stakeholders within the society, protect children at home, and minimize corporal punishment by the teachers at school. However, in schools, the establishments of Tusame Clubs, which provide schoolgirls and boys skills to prevent and respond to violence, and training guidance and counseling to teachers and heads of schools on how to handle cases of children affected by violence, have been beneficial.

Literature review

According to Sharma (2024), administration means an action that involves implementing rules, regulations, and policies set by the management. In other words, administration refers to implementing government policy and an academic discipline Thapa (2020). In the context of this study, the term administration means implementing positive discipline to pupils using corporal punishment or striking a pupil with an object like a stick to alleviate destructive behaviors.

The World Health Organization (2021) defines Corporal punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort while involving hitting, smacking, slapping, or spanking children with a hand or implement. In other words, Corporal punishment (CP) refers to a deliberate act that inflicts pain or physical discomfort, taken by teachers against pupils as the management approach to certain behaviors. Corporal punishment appears in many ways, including hitting, kicking, shaking, slapping, pinching, forcing a student to stay in uncomfortable, undignified positions, and engaging in excessive physical exercise (Lumato & Mwila, 2022). Also, according to (U.S. Legal Inc., 2018), corporal punishment is the infliction of physical punishment on a person's body, which sometimes is employed in various settings, such as school, home, military, judicial, and other settings. In the context of this study, corporal punishment means using sticks/strokes, belts, whips, or any object to discipline the pupil who deviates from good behaviors.

Social Learning theory was introduced by psychologist Albert Bandura (1925–2021), the father of this theory, and, in the 1960s, conducted a famous experiment called the

Bobo doll experiment. He led to his official writings on social learning theory in 1977. The experiment was a group of tests performed from 1961 to 1963 involving studying children's behavior after they watched an adult act aggressively toward a doll-like toy with a low center of mass that rocked back after being knocked down. The most crucial element of the experiment was noting how the children behaved after seeing the adult get rewarded, punished, or face no consequence for physically abusing the Bobo doll. These experiments helped show how children can be influenced by learning to internalize or imitate the behavior of others.

Teachers are at the heart of the solution to end violence in and around schools. According to UNESCO (2022), on International Day against Violence and Bullying at School, teachers see it as their responsibility to tackle the issue of violence in schools and believe they have the skills to deal with it. It also shows that teachers did not recognize acts such as bullying, hitting, and sexual remarks made on and offline as acts of violence. Apart from teachers and other stakeholders who see corporal punishment as the solution for alleviating indiscipline behaviors in school pupils, social workers believe in using alternative ways that could not harm the client and believe in psychotherapy. This involves using guidance and counseling not only to students but also to teachers, parents, and administrators around the school settings and at pupils' homes. This means that social workers provide culturally responsive, evidence-based education, behavior, and mental health services while promoting a school climate and culture that is a conducive learning and teaching environment for pupils.

Social Learning Theory emphasizes that behavior is learned in social institutions, and the environment can positively or negatively affect it. This theory is relevant to this study because it emphasizes that schools should provide an appropriate environment for teaching and learning. Applying maximum force in front of the learner, like using corporal punishment to a pupil, may create fear in the pupil him/herself or other pupils who witness it. Instead of using corporal punishment, schools should enforce positive communication with pupils (Wahyuni, 2021)

Bandura's theory insists on using alternative punishment and avoiding corporal punishment to discipline pupils. Thus, this theory is relevant to this study because teachers believe that the only means to discipline pupils is to use corporal punishment. As per Bandura, harsh corporal punishment of smacking, shoving, and pushing has been linked to anxiety, depression, substance abuse, and antisocial behaviors in adulthood in a similar way to child abuse. All these acts may be ceased, and alternative ways, including counseling, be emphasized (Paul, 2022). Bandura emphasized that punishment should be administered fairly and promptly to terminate undesirable behavior. This implies that teachers should adhere to implementation guidelines. Therefore, this theory is relevant to this study because teachers can use alternative means to alleviate destructive behaviors from pupils without corporal punishment. However, pupils respect the school rules and regulations.

The study will examine the capabilities of primary school heads in administering corporal punishment in Tanzania. The literature review is expected to explain the administration of corporal punishment to manage pupils' behaviors and disciplines in primary schools. It will focus on the effect of corporal punishment used to discipline

pupils in primary schools, challenges faced by the heads of primary schools in managing pupils' behaviors, and the roles of social workers in using corporal punishment to discipline pupils.

Research methodology

According to Collis and Hussey (2014), research philosophy refers to the beliefs, assumptions, and methodologies guiding how researchers approach their investigations. It provides a framework for understanding the nature of knowledge, the role of the researcher, and the methods used to gather and interpret data. This study was guided by a pragmatism approach, concentrating on the ideas necessary to provide accurate and stimulating information and promote action. Pragmatism consists of positivism and interpretivism, where positivism relies on measurement and reason, that knowledge is revealed from a neutral and measurable (quantifiable) observation of activity, action, or reaction.

Research design

According to Kothari (2007), the research design is a plan of action, collection, and data analysis in an economical, efficient, and relevant manner. Also, it can be defined as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In this study, the researcher employed a descriptive research design because it enabled the adoption of both quantitative and qualitative research approaches to examining heads of primary schools' capabilities and the administration of corporal punishment in disciplining pupils in primary schools.

This study employed a mixed-research approach with both quantitative and qualitative methods. A mixed approach can integrate postpositivism and interpretivism philosophical views. Therefore, the study involved information related to the participants' perceptions and experiences. The approaches had the best chance of answering research questions by combining two sets of strengths while simultaneously compensating for the weaknesses of each method (Dawadi et al., 2021).

Study Site

The study was conducted in Mbeya District Council, which consists of 28 wards with a total population of 305,319 (Males 143,779 and Females 161,540). The reason for its choice is that it is one of the districts which, like other areas in Tanzania, also experience the administration of corporal punishment. Three wards were purposively selected: Swaya, Igale, and Inyala. According to the infographics of the Mbeya population in 2021, almost half comprises children, while 48.3% includes adults. Regarding child violence, Mbeya has reported many cases of corporal punishment to children. For instance, in 2017, 2018, 2018, and 2020, the number of children affected by corporal punishment became increasingly significant, marking the highest number of 1353 in 2020 from 502 in 2017. One reason for conducting this study in the Mbeya District Council is that no similar research has been undertaken. Also, the Council is leading with many corporal punishments compared to the other 6 Councils of Mbeya.

According to Kothari (2014), the population is the largest group from which the sample is taken. The study population included all head teachers, teachers, school

community members, and students in selected schools. According to NBS, conducted in 2022, Mbeya District has a total population of 371259, where males were 173158 and females were 198101. The targeted population in the study will include three schools where three head teachers, three discipline masters/mistresses, three social workers, nine ordinary teachers, and eight two pupils will be involved. According to Kothari (2009), Sampling procedures are used to select a sample from the population. The process of choosing a portion of the population to represent the entire population is known as sampling.

A procedure in which a researcher selects a sample based on a particular purpose and technique increases the findings' helpfulness. Head teachers, discipline masters/mistresses, and social workers were selected based on their positions, roles, and the information they must provide in the study. The head teachers handle day-to-day student learning activities and are the leading providers and supervisors of how corporal punishment is implemented and administered to students.

According to Teddie and Yu (2007), simple random sampling is a selection technique in which each unit in the population has an equal chance of being included in the sample, and the probability of a unity being selected is not affected by the selection of other units from the accessible population. This study used simple random sampling to select pupils and teachers.

SampleSize.

In this study, 100 participants were determined by stratified random sampling as recommended by Cohen et al. (2018) for the population of 500 people, with $\alpha =$

0.01 and confidence level of 95, 3 Heads of schools, three discipline masters, three social workers from purposive sampling; 9 teachers and 82 pupils by non-probability sampling. The reason for choosing this readymade sample size was that each quantitative category had an equal chance to be involved in the study. Secondly, this kind of sampling helps to minimize time and expenses and simplify accessibility (using a small number of participants to represent others). The sample of 100 randomly selected participants helped the researcher get detailed information about knowledge, the pattern of involvement, and awareness of the heads of schools' capabilities to handle student discipline by the administration of corporal punishment.

The researcher obtained the total number of teachers and pupils at the entire school and used it to compute the proportional sample size for each category. This was done by taking the total number of categories from each category (N_h) divide by the total number of participants of all study (N) multiply by the sample size (n).

$$N_h = (N_h/N)n \dots\dots \text{Equation}$$

Data analysis method

According to Kothari (2004), data analysis means the computation of specific measures and searching for patterns of relationships among the data group. Data analysis combines and analyzes large amounts of data to identify trends and improve decision-making. The main objective is to convert the existing, disorganized data into a format that facilitates decision-making processes and makes it easier to read,

conclude, and understand (Bhatia, 2017). In this study, the qualitative data was collected and analyzed through thematic. It involved making connections to the research questions while describing and further developing the themes from the data to answer the central research questions and making connections between the data collected and the data analyzed about the study objectives and questions expected to be addressed in the study. Quantitative data was collected using questionnaire tools, analyzed descriptive statistics using Scientific Package for Social Science (SPSS) version 16.0 software. This package is helpful because it is expected to involve frequencies, cross-tabulation, and bivariate statistics. It enables the researchers to build and validate predictive models using advanced statistical procedures.

Conclusion

In Tanzania's culture, corporal punishment has been legalized in primary schools as a means of controlling pupils' bad behavior, behavior, and directives have been given to the heads of schools on how to implement it. Several methods and approaches have been used to ensure pupils adhere to the teachers' directives to maintain their discipline at school, create a conducive learning environment, and perform better academically. In this regard, corporal punishment is one of the standard methods used in those schools. This includes stripping, carrying buckets of water, watering flowers, and cleaning classes; all these are used to maintain the pupil's discipline.

Being responsible for supervising the administration of corporal punishment in their schools as per policy guidelines provided, heads of schools are supposed to guide their subordinates in following it. However, it has become difficult for them to control the practice. Thus, pupils are being punished without following guidelines,

and as a result, pupils find themselves suffering psychologically and physically. Furthermore, in implementing this, heads of schools are not fully getting support from different stakeholders in controlling pupils' bad behavior. For example, while parents fail to provide necessary support and continuity of training on the best way of handling pupils' behaviors, poor policy guidelines and frameworks also affect the provision of training to fellow staff, mainly newly employed teachers. To accomplish these, social workers need to intervene in the situation as they believe in using non-violent methods to control pupils' behaviors, such as counseling and mental health intervention.

Recommendations

The Government should implement incentive schemes to attract teachers by providing them with capacity-building seminars, especially training on policy guidelines, and giving them necessary support from different stockholders, such as government and non-government institutions dealing with the Education sector and social issues. Due to globalization, teachers should be educated about nonviolently delivering punishment in schools. The newly appointed heads of schools should be provided with induction seminars or short courses before being sent to their new stations. Regular meetings and workshops should follow this to support experienced and newly appointed heads of schools in acquiring new knowledge and leadership skills. To make these school heads effective in the management of corporal Punishment for the present and future, the seminars and workshops should include emotional management and instructional leadership. Since teachers perform most of the heads of school's duties, in and outside the classrooms, they should also be given

leadership and management training before being appointed to head the school. This could enhance their leadership competencies when appointed.

A large-scale study needs to be conducted in Mbeya District Council to examine further the capabilities of heads of primary schools in supervising the administration of corporal punishment to pupils. The fullness point obtained within this study suggests that the findings could apply to a large portion of the population. The researcher recommends that because the study did not exhaust all matters related to corporal Punishment in schools, it raised other issues that require further investigation. Because this study covered only one District Council and only three schools, more comprehensive studies should be undertaken to include a larger population and determine whether the problem exists in other Districts and Regions.

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