

**THE EFFECTIVENESS OF CORPORAL PUNISHMENT ON
ERADICATING TRUANCY IN SECONDARY SCHOOLS: CASE OF
COMMUNITY SECONDARY SCHOOLS IN MAGU DISTRICT**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “The Effectiveness of Corporal Punishment on Eradicating Truancy in Secondary Schools: A case of Community Secondary Schools in Magu District in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MEDAPPS).

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DECLARATION

I, **Laurent Paul**, do hereby declare that this dissertation is my own original work,
and that it has not been submitted for a similar degree in any other University.

Signature

Date

DEDICATION

This work is dedicated to my beloved wife Julieth, our children Aneth and Angela and my parents Laurent my father, Yustina my mother.

ACKNOWLEDGEMENTS

It is not my claim that this work is a product of my own efforts, but I am supposed to list down very resourceful people who spent their time, and money by playing a remarkable role towards the accomplishment of this work. With great honour, I would like to thank Almighty God for enabling me a wonderful time like this, to pursue this course at the Open University of Tanzania. Also with respect, I would like to thank my supervisor Dr Magreth Bushesha who tirelessly read my work, gave recommendations on what was not at my reach so that I may come up with a standard dissertation.

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ABSTRACT

The main objective of this study was to examine the effectiveness of corporal punishment on eradication of truancy in community secondary schools in Magu district. The study was guided by three objectives that are: to examine the magnitude of truancy in community secondary schools in Magu district. Secondly was to identify types of corporal punishments commonly applied in community secondary schools in the study area, and the last was to establish a relationship between corporal punishments and increased truancy in community secondary schools. Methods used to collect data were questionnaires, interviews, focused group discussions, and documentary analysis. The study found that, using corporal punishments as means to eradicate truancy in community secondary schools is not effective, since the magnitude of truancy keeps increasing as teachers continued using it. Also, it was revealed that corporal punishments cause fears and low self confidence for one to continue with schooling. Moreover corporal punishment creates a big gap between teachers and students hence results to poor students' learning. Amongst types of corporal punishments used canes was found being popularly used than other types such as collecting stiff sand, slashing tall grasses and pulling out trees. Finally the study recommended on improving parent and community involvement in schools' problems, use of other proactive approaches such as guidance and counselling, use of participatory methods of teaching, and increase of extracurricular activities in schools.

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ABBREVIATIONS

DSEO	District Secondary Education Officer
NASP	National Association of School Psychology
NECTA	National Examination Council of Tanzania
SEDP	Secondary Education Development Plan
SPSS	Statistical Packages for Social Sciences
TGEI	Tanzania Gender Education Initiative
PEDP	Primary Education Development Plan
URT	United Republic of Tanzania
UNCEF	United Nations International Children's Emergency Fund

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

Norbert (2005) presents that truancy is considered as one of the challenging problems in all European school systems. The growing significance of careers and examinations for job applications and poor schools achievements which is due to absence of schooling has raised the interests of many educational stakeholders to continue discussing the issue of truancy in secondary schools. Baleinakorodawa (2009) presents the same case of truancy in New Zealand. Also Monkie (2004) explains that truancy continues to be one of the growing problems that educators identify amongst learners' problem in South Africa. Due to increasing school truancy in South Africa and other African countries like Tanzania attention is highly needed to diminish the situation.

According Mwananchi News paper of June 17 2014 almost two and a half millions of children are not in schools in Tanzania. Reasons given are many such as unfriendly school environments and home related factors. URT (2012) shows that number of enrolment rates of students in lower classes differ much with retention rates. Also completion rates in ordinary secondary schools in Tanzania are decreasing. URT (1996) reports an increasing number of truancy and drop-out of primary school pupils in Mwanza region whereby Magu district is noted to be being having a high level of truancy and drop out than all districts in the region.

The establishment of SEDP has increased the number of community secondary schools in Tanzania and Magu district in particular. The data from Mwanza regional

reports of 2009 show that Magu district had 11270 pupils sat for National Primary Education Examination whereby out of them 6452 pupils passed the examination while 2789 pupils selected to join form one in the first session which was 43.22 percent and 2600 pupils were selected in the second session which was 40.29 percent. That means 5389 students were enrolled in form one in 2007, and 1063 pupils were not selected to join form one. The average number of student enrolments in form one is increasing from 1650 to 1800 in 2000s and from 2000 to 3500 in 2010s.

Both annual reports from DSEO's office in (2012) and (2013) present the big difference between enrolment and completion rates in secondary schools in Magu district. These reports present the range of truancy to be between 60-75 percent as a result to high secondary school student dropout. This is against the Tanzanian devotion for increasing access to education at all levels of education, including access to secondary school education. Many studies have pointed out a number of reasons for truancy and its effects on students, schools, societies and nation at large. For instance Straus (2000) points out that corporal punishment in secondary schools may lead to student truancy.

Corporal punishment has a long history in the development of man, and it has been a preferred mode of correcting behaviour of children in Tanzanian communities and schools. Daily News Friday 12 July (2013) comments that the use of corporal punishment is strongly rooted in our society and is passed on through generations; however, this doesn't mean that corporal punishment is justified. Straus, (2000) adds that for decades, teachers have believed that the use of canes is the best way to

correct misconduct done by students. He adds that, truancy is one of the misconduct in secondary schools that normally teachers punish against. Also, Straus (2000) explains that corporal punishment which primarily involves caning, was administered whenever a student was found to have defied any of the regulations set by a school, such as engaging oneself in physical fighting with a colleague, failing class tests, shouting in class and truancy or any other act of misconduct which a teacher may deem punishable.

TGEI (2010) explains that access to education in Tanzania has vastly improved in recent years, notably following the abolition of fees in 2002 and the introduction of capitation grants as part of the Primary Education Development Plan (PEDP) 2005-2009, the number of children enrolled in primary schools has raised from just over 7 millions to nearly 8.5 millions an increase of 11.9 percent and a resulting primary school enrolment rate of 95.9 percent. TGEI (2010) adds that in spite of these gains enrolments are compromised by high dropout rates which are attributed by truancy. TGEI (2010) provides data estimating that one in five children is not attending school at any time. The biggest cause of dropout at both primary and secondary schools is truancy by contributing between 69 to 79 percent respectively. Other attributing factors include social cultural values, corporal punishment, lack of facilities and inability to meet the direct costs associated with education such as uniforms, food, and school supplies.

Akporaro (2008) found that truancy behaviour has been associated with delinquent activity and poor educational outcomes. Communities that experience high levels of truancy have also experienced long-term negative consequences. Breda (2006)

comments that truancy is a form of behaviour that is generally overlooked by the public at large. Sheryl (2010) found out that corporal punishment was the most form of punishment in secondary schools in the Southern Tanzania, particularly in Iringa region, that most teachers support its continued use, but believed in moderations. He adds that the majority of students and teachers were unaware of national laws to restrict corporal punishment and agreement between students and teachers is that corporal punishment was used for major and minor students' offences such as misbehaviour and tardiness. However, he ended up explaining the students' attitude of disliking its practices and believes that it was ineffective and results in emotional as well as physical distress.

According to Society for Adolescent (2003) corporal punishment may adversely affect students' self image and their school achievement. This is connected to Rousow (2003) who explains that students who receive corporal punishment show symptoms of dejection in studies, poor performance in academics, and failure in participating in the teaching and learning process enthusiastically. Corporal punishment in most of community secondary schools in Magu district takes a form of physical punishment which involves canning, collecting stiff sands from far away, slashing school grounds, pulling out big stones and trees.

Ahmad (2013) in his study found that students who are physically punished develop a negative attitude towards learning. He adds that beating students violate human rights and is against national and international conventions which Tanzania signed as a form of protecting children Also, apart from human rights, beating children make them develop a low self concept and see aggression as a means to solve problems of

life. Akporaro (2008) argues that, there is no consensus of opinions about the effect of physical punishments on students while a school of thought views it as harmful and negative and another sees it as positive. However, he concluded favouring the negative side that physical punishments intimidates students this results into developing low self esteem, show dejection and hesitations to participate in learning activities.

UNICEF (1999) presents that teachers personality and behaviour are just as important in modelling their students' concept of the self and self-esteem. Thus, teachers must provide the appropriate degree of freedom where there is enough room for making choices and decisions. Students need to act respectfully because when they feel respected and well thought of, they also learn to respect and have a higher regard for them. UNICEF (1999) adds that teacher's affection creates feelings of personal dignity and commitment in the students. Also shows that good teachers will never resort to humiliation, ridicule or sarcasm, but will rather convey expectations, which the child will try to accomplish. Breda (2006) explains that most teachers feel that their main duty is to achieve results and to focus on learners who wish to do well at school. This may result to neglecting helping other needy students such as truants as they need to be also guided and feel part of school so as to continue schooling.

URT (1995) explains the intention of the government to establish community secondary schools as a means to increase access to education especially to every ward in the country. Whoever found that high dropout as a result of high truancy becomes a challenge towards this move by the government. URT (2005), adds that students' enrolment increased from 11,832 to 289,699 in 1961 and 2001

respectively, but the country experienced a sharp increase from 289,699 to 1884270 in 2011 and 2012 respectively, Both Primary Education Development Program (PEDP) and Secondary Education Development Program (SEDP) are considered an attributing factor for such increase (Guardian 14th Sep.2013).

HakiElimu (2011) explains the increase in total enrolment of students in Form one to Form six by 75.5 percent from 1,020570 to 178547 students in 2007 and 2011.respectively. This is due to different government initiatives of constructing at least one secondary school for each ward all over the country. URT (2012) comments on the increase enrolment rates in schools, however, has pointed out that internal efficiency is threatened by increased rates of truancy as a result of dropout.

Straus (2000) explains that corporal punishment can easily be abused that it leads to physical injuries or misused. Arab (2011) acknowledges that schools exert powerful influence on students' achievements these includes reducing truancy as well as dropout in schools. However, he comments that corporal punishment increases truancy, violence and vandalism. Kaur (2005) adds that a frequently punished student will be a problematic person tomorrow. Yaghembe (2013) found that most secondary school teachers believe in the frequent use of corporal punishment as a means of correcting students' behaviours.

In her study, she shows students' responding that truancy is a major disciplinary problem by 50 percent. URT (2012) explaining schools situations in Magu district has commented on increasing of truancy in community secondary schools by showing big difference between enrolment, retention and completion rates. Taking 5

community secondary schools as a sample in 2012, Form one enrolments was 1150 students of 100 percent and ,in 2013 From two retention rate was 956 students, about 194 students with 17.39 percent dropped from schooling ,and retention rates in Form three was 854 students ,about 102 students which is 25.73 percent dropped, Finally (URT 2012) presents that numbers of students registered for form four examination in the year 2012 and 2013 respectively is low compared to enrolment numbers, the reasons for such high drops is truancy and other social, economic and cultural related factors.

Eastman (2007) argues that secondary school students are more likely to attribute their truancy in school to schools' based factors than home related factors. This matches with Straus (2000) who shows correlation between using corporal punishment and increased schools' truancy rates. AIR (2012) explains that truancy behaviour can be associated with delinquent activities and poor education outcomes. Thus, it is of such views that communities like that of Magu should address this issue critically so as to reduce the truancy rates by increasing attendance in secondary schools. On this hand teachers and community at large need to play vital role in understanding and addressing the situation.

Roussow (2003) also argues that using corporal punishment affect both psychologically and mental development of students, Thus teachers need to find out other effective approaches and appropriate skills in reducing truancy rates in Magu community secondary schools. Mweru (2010) found that some teachers use corporal punishment to students as a means of showing their frustrations of working in unimproved environment. Also, he concludes that corporal punishments break

relationship between teachers and students. Finally, once this relationship is broken learning becomes difficult. The persistency and increasing rates of student truancy apart from the teachers' application of corporal punishment regularly in schools has made the researcher to raise interest in finding out the effectiveness of corporal punishment on eradicating truancy in community secondary schools in Magu district, Mwanza region.

1.2 Statement of the Problem

HakiElimu (2011) notes that, dropout due to truancy increased from 36.2 percent in 2009 to 72.2 percent in 2010 in Tanzanian secondary schools. And the size of truancy in most of community secondary schools country wise is higher compared to the rate of truancy in advanced secondary schools. URT (2012) found that truancy is higher, especially in form three classes than other classes in Magu community secondary schools which results to high dropout rate. HakiElimu (2011) adds that truancy alone contributes to 72.7 percent of the dropout in schools and other factors like economic hardships and cultural contribute 13.8 percent. The problem of truancy in Magu community secondary schools in Magu district is increasing despite the teachers keeping on using corporal punishment as a means to reduce it. From the existing literature, there are no answers to the question on whether corporal punishments are effective in eradication of truancy; this is the knowledge gap that the current study intends to bridge.

1.3 Objective of the Study

The main objective of this study is to investigate on the effectiveness of corporal punishment on eradicating truancy in Magu district community secondary schools.

Specifically the study intends to achieve the following objectives;

- i. To examine the magnitude of truancy in community secondary schools in Magu district
- ii. To identify types of corporal punishments commonly applied in secondary schools in the study area.
- iii. To establish the relationship between corporal punishment and increase in truancy

1.4 Research Questions

- i. What is the rate of truancy in community secondary schools in Magu district?
- ii. What are types of corporal punishments are commonly used to curb truancy ?
- iii. What is the relationship between corporal punishment and truancy increase in the study area?

1.5 Significance of the Study

The study will benefit the schools administration and community by using it as a reference when in need of dealing with the problem of truancy in community secondary schools. Finally the study will inform policy makers on the magnitudes of the problem and suggestions will be given on how to eradicate truancy rates in community secondary schools.

1.6 Conceptual Framework

This study is based on two variables, whereas corporal punishment is the independent variable while truancy in community secondary schools is dependent variable. The increased rate of truancy in secondary schools is attributed to the use

of corporal punishments

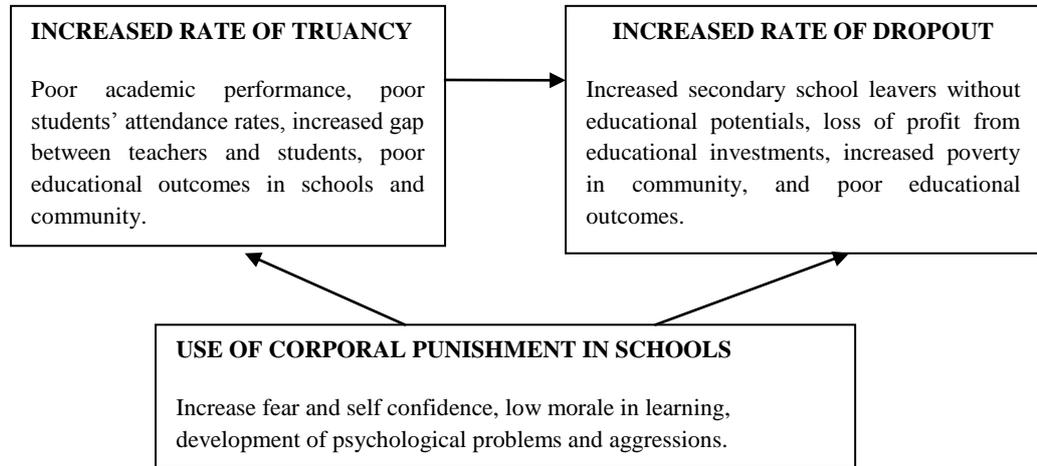


Figure 1.1: Conceptual Framework

Source: Field Data (2014)

1.7 Scope of the Study

The focus and the coverage of this research work will be on selected community secondary schools in Magu District, Mwanza. The choice of area is based on that fact that the area is the researcher's place of central origin and that the research is very conversant with the area. There is no doubt because the study will give a relative and reliable picture of this situation in other similar areas of Mwanza region and Tanzania in genera

1.8 Organization of the Study

The study report is organized in five chapters whereby chapter one is about the introduction to the problem, chapter two is about review of literature, while chapter three presented methodology of the study also chapter four analysed the data and interpret them, finally, chapter five discussed, concluded and gave some recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature on the effectiveness of corporal punishment on eradication of truancy in secondary schools. These literatures are particularly focused on the problem of truancy in secondary schools, types of corporal punishments applied in secondary schools and relationships between corporal punishments and truancy in secondary schools. Moreover, it also presents empirical evidences and finally presents the research gap that exists.

2.2 Definitions of Key Concepts

2.2.1 Truancy

Truancy can be defined as absence from schooling by students without schools' authority permissions Strauss (2000). It is of such view that if a student is absent without an excuse from the parent/guardian or if the student leaves school or class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant.

2.2.2 Corporal Punishment

Corporal punishment can be defined as using physical punishment by teachers in secondary schools with intentions of correcting students' bad behaviours such as truancy Roussow (2003). This is to say that corporal punishment is the intentional application of physical pain as a method of changing behaviour. It includes a wide variety of methods such as canning, slashing school compounds, pulling out trees, and collecting stiff sand to cover school grounds.

2.2.3 Community Secondary School

According to the Oxford Advanced Learners the term community is all people who live in a particular area. That particular area in this study refers to ward level. Whereby the term ward refers to an area into a city or district which is divided, and which elects and presented by members of council. In this regard of these study community secondary schools have been taken as schools established by contributions from communities in wards and government. This was established purposely in order to meet the need of increasing the number of students' enrolment in secondary schools in the country.

2.3 The Magnitude of Truancy in Community Secondary Schools

2.3.1 Importance of Secondary Schools Attendances

According to Anne (2005) efforts to improve school attendances are an integral part of the larger school reform picture. Safe and healthy schools-the ones that employ a challenging curriculum and reinforce high expectations for academic, behaviour, and social responsibility- are schools that motivate students to attend. She adds that there is a vital link between effective educational strategies and student attendance rates. Effective schools aim at attaining high scores in students' academic performance. Attending in schools and classrooms make students have best academic performances because learning is a progressive activity each day's lessons build up on the previous days, also students who attend schools all day develop positive attitudes towards education in futures even when one is at working station.

2.3.2 Truancy in Community Secondary Schools

URT (2012) has presented a formative review of the Secondary Education

Development Plan (SEDP) phase one done in June 2009 by showing achievements reached for increasing access of enrolment of form one to form four from 432,599 to 1,466,402 in 2004 and 2009 respectively this was estimated to be 249 percent. The same report explains an increase in form five and six in the country. However, it adds that one of the challenges is the increase of truancy which leads to drop out in these community secondary schools. The current secondary schools truancy and dropout is becoming an alart of the nation and the world at large. Tanzania has noted high level of truancy after the establishment of community secondary schools.

In other view these secondary schools expected to increase enrolment rates, retention rates and completion rates. Another concern was to reduce gender inequality and access marginal community to secondary education this was in line with the set target of both Millennium Development Goals and Development Vision of 2025. In this view URT (2010) argues that government is committed to minimizing dropout and poor retention rate which are highly attributed by truancy in community secondary schools. These government commitments in some schools still are not yet brought positive impact on the eradication of truancy as URT (2010) presents that truancy and dropout have emerged as a major threat to achieving “Education for All” (EFA) goals. It threatens the very fabric education in terms of (input and output) of its structure, organization and provision.

Specifically, it affects the equality of education received by vulnerable groups of children like rural community secondary school students such as that of Magu district. Both URT (2012 and 2013) presenting secondary statistics on academic performance show that community secondary schools in Magu district are facing the

problem of truancy and drop out.

Malcolm (2003) reports that secondary schools' students are more likely to attribute their absence from school to schools related factors than home related factors. These reasons include problems with lessons, teachers been bullying them or using physical punishment, peer pressures and social isolation. Arab (2011) acknowledges on the importance of the school environment on student behaviours. He adds by explaining that schools exert powerful influence on the reduction of students' behaviours like truancy. Mpizile (2009) find out that towards the establishment of the Secondary School Development Plan (SEDP) in Magu district has increased low quality learners entrants that teachers would have taken this as a sound note for putting more approaches in teaching these students by creating friendly teaching and learning environments.

2.3.3 Factors for Increasing Truancy in Community Secondary Schools

Njao (2011) points out that community secondary schools established in each ward in Tanzania aimed at increasing more space for standard seven leavers; but the access are not yet be enjoyed fully because of poor quality of education provided in schools which are attributed by many factors such as poor teaching and learning environments. Walker (2007) argues about the importance of each society member to have access to education with equity and quality. He adds that the value of education should be reflected in the degree and quality of an individual or group participation in the life of the society and the nation as a whole. Education system can become a source of exclusion if the process of education delivery fails to promote equal rights to access and full participation. Barongo (2006) identifies that

there are schools and social related factors for increasing truancy in schools such as marriage and pregnancies, poor school teaching and learning environment and family poverty which lead to lack of ability to get required schools' needs.

Anne (2005) explains that truancy is multifaceted problem; while there are some clear school- related variables that contribute to truant behaviour among students, such behaviour has also been linked to problems in other domains. She added by identifying schools related factors as attitudes of teachers and school administrators, and other students as well as the ways teachers deal with students' problems. Another factor identified is family related factors such as lack of parental supervisions, poverty, domestic violence at home, and varied education priorities. She explains that students have roles to play being responsible for attending in schools and classes.

Malcolm (2003) found out that schools need to change their mode of dealing with truancy to students. Many persistent truants' reports found that truant students were bored with school as a result they drop from schooling. In addition, these reports continue explaining that, students are more easily able to become truant when punished severely by teachers. A stronger focus on retaining staff, developing appropriate curricula, teaching styles and school ethos is needed. Malcolm (2003) adds that the causes of truancy are contested by different groups of thoughts. Some parents and students stress school-related factors as the main cause of truancy. But teachers believe that parental attitudes and home environments are more influential. In this view Breda (2006) found that factors such as "boring lessons, lack of personal attention, poor relationship between teachers and students, authoritarianism in

schools, feelings of rejection, poor management of school board, and peer pressure contribute to student truancy in schools.

Nakpodia, (2010) has noted that a culture of physical punishments may increase aggressiveness if it is demonstrated that aggression is a way to cope with the problems. This explains as to why most aggressive delinquents and abusive parents tend to be products of abusive households. According to Yaghambe (2013) the abusive punished students become unsettled with school environment and fostering a sense of resentment in the school rather than engender positive values. He adds that with some secondary school disciplinary policies are typically designed to react rather than be proactive so as to prevent dangerous and disruptive behaviour on students. Secondary schools that are proactive tend to provide support for students with challenging behaviour; conduct staff development on managing students' behaviour and encourage family and community involvement, which greatly enables the schools to provide an environment that is safe and conducive for better school achievements.

Kocchar (2006) comments that teachers are expected to be role models and good by being interested in providing assistances to students so as to overcome teaching and learning problems. This match with Mbiti (2002) who explains that aim of schools keeping disciplines should be to nurture young people who will be responsible citizens in the future. The aim of school discipline, therefore should be to help students cope with, well, be happy, safe, and useful to the society they belong. Because the cultures of physical punishments may increase aggressiveness in children as commented by Nakpodia (2010) and Myers (2003) who adds that

frequently spanked child increase risk of aggression, depression and low self esteem thus students behaviours and dreams are often motivated by ideals and these need to be strengthened by a conviction of their personal dignity and worth.

2.3.3.1 Schools Related Factors to Truancy

According to Animasahun (2013) school related factors included hostile atmosphere of the school, poor school organization, teachers' professional misconduct, teacher's non chalet attitude towards truancy, teachers using harsh behaviour, poor quality of teaching and irrelevant curriculum as well as poor teacher relationship to students and insufficient guidance and counselling in secondary schools. The use of corporal punishments in secondary schools may be a major factor for increasing fear and low self concepts for truant students to continue schooling.

According to Virginia Department of Education (2005) found out that how students feel about their relationships at school is represented by the concept of school attachment. A school's learning atmosphere or climate and discipline policies have an effect on school attachment among students. When a student feels attached to school through a web of relationships with other students, teachers or a caring adult, it can help overcome many of the causes of truancy. This concurs with Wachira (2009) who recommends that teachers need to be educated so as to use non violence methods in dealing with students misbehaviours such as truancy because the use of corporal punishments in secondary schools reinforces physical aggression and promotes violence in society. Students also have roles to play in maintaining school attendances and better academic performance. Factors which are responsible for

student truancy can be as Mpinzile (2009) pointed out that low quality learner entrants have resulted to truancy and drop out in community secondary school in Magu district. Other factors are like peer pressure, ant social behaviours and difficult in learning due to health problems, as well as difficult from using language in schools.

2.3.3.2 Parents and Teachers Communication

Komba (2013) explains that one important issue to be considered for students' academic excellence is the communication between parents and teachers and the social interactions between them for the betterment of students' academic welfare. In his study Komba (2013) found that most parents in community secondary schools do not make follow up on the academic progress of their children, which in turn brings difficulties to teachers in taking care of children due to lack of support from the parents. It is believed that, parents' weakness in making students follow up is among the challenges that influence poor academic performance of students especially in community secondary schools which are day schools.

Wachira (2009) adds that lack of family supervision, family poverty, lack of awareness of attendance laws, and parents' poor attitudes towards education contribute greatly to students' truancy in community secondary schools. Preventing truancy requires the support of schools, families and communities. Truancy prevention efforts are typically school-based, court –based or community –based. The best efforts incorporate all three components and provide a continuum of preventions and intervention strategies.

2.3.4 Methods Used to Eradicate Truancy in Community Secondary Schools

According to Agbenyega (2006) one of the motives behind the use of corporal punishments in secondary schools is to motivate students to learn and improve academic standards. But he adds that the ideal symbolizes the relationship between traditional pedagogy before the colonial era when Europeans introduced formal education in most of African countries like Tanzania. It is traced far back from colonial education which was oppressive and selective in nature. Use of corporal punishments in schools apart from other motives refers to colonial practices in the establishment of such kind of education.

Also Agbenyega (2006) explains that traditionally African teaching and learning is dominated by power relations. That is, a child is expected to take directives from adults and assimilate knowledge without questioning its sources. This is like a master- servants relationships which is full of oppression and discriminations. It is of such views teachers' especially in public secondary schools have effects which lead them to the application of corporal punishments without questions. Also, both moral and religious imperatives in African countries encourage the use of corporal punishments to children whether at home or in schools and teachers are product of these societies thus find that applying them in the secondary schools is common.

Baleinakodawa (2009) comments that researches on the causes of truancy from mainstream education suggest that a range of factors such as poverty, ethnicity, the quality of relationships between students and teachers, and the nature of the classroom environment have an impact on students' attendance in schools. The poor

relationship of teachers and students, which is because of using corporal punishment, increases the truancy rate. Therefore, teachers and school environment are taken as a major factor attributing to truancy in secondary schools.

Gist (2013) points out that eradication of truancy can be achieved when parents and community are well involved, establishment of guidance and counseling in schools, establishment of meaningful incentives for parent's responsibility, students centered teaching and learning methods, teachers and students co operations, having a meaningful curriculum and extracurricular activities in schools. URT (2007) on the guide on peer educator insists that peer education approach has been found to be effective to make peers change behavior in their environment. In this view establishment of peer guidance and counselling may be of great help in the eradication of truancy in community secondary schools in Magu district. This guide also highlights that peer groups can learn, get advice and help from one another if they are given chances to discuss some of the challenging issues such as truancy on their own.

Corporal punishment in schools have more of negative impact on eradication of truancy rather than positive impacts. Ahmad (2013) commenting that use of corporal punishment may result on negative attitude to students learning .Society for Adolescent (2003) explain that corporal punishment destroys students self image as well as their school's achievements. Straus (2000) and Kaur (2005) both comment on the negative impacts of using corporal punishment in students' school's achievements..

Yaghambe (2013) also explains that it is good for schools to have disciplinary policies which are not more reactive rather than proactive. Proactive policies will help to accommodate some students' problems such as truancy. According to Eastman (2007) families, schools and community which work together to set rules for school attendances have an impact on dealing with truancy problems in schools. He adds that schools must be a place where students want to be and directing them in the right ways, all students need be helped to succeed in schools using appropriate schools curricula and teaching methods. URT (2010) suggests on the use of peer group counselling in schools as a means to eradicate peer indiscipline cases. Eastman (2007) explains about the importance of relevant curriculum in secondary schools and better academic performances in secondary schools. Ebele (2009) argues that the use of corporal punishment in secondary schools is increasing rather than other disciplinary control measures such as guidance and counselling.

2.3 5 Impact of Truancy on Students and Community

Monkie (2004) points out that funding allocation for public schools are made available on the assumption that there will be learners in schools to be taught. Truancy has negative financial implications such as the waste of public resources due to a large number of training learners. Other negative implications include loss of learning opportunities, poor academic performance and eventually drop out. Straus (2000) comments the problems of school absenteeism have several implications for the youth who do not attend school regularly as well as their families, schools and communities. The negative outcomes for the truant/absentee youth include delinquency, poor school performance, school expulsion and dropout,

substance use and other risky and problematic behaviours. According to Kalb (2004) absenteeism is detrimental to students' achievement, promotion, graduation, self-esteem, and employment potential. Clearly, students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk students will drop from school.

Various authorities that worked on truancy concluded that the outcome of truancy is a dropout. That is to say 68 percent of school truants end up being motorcycle riders, bus conductors, and sex hawkers and possibly take to crimes this is being commented by Animasahun (2013). However, these schools droppers become a burden to their parents or significant others and remain dependent through their lifetime. Truancy is costly as it costs business, of which must pay to train uneducated workers, it also costs taxpayers, who must pay higher taxes for law enforcement and welfare costs for dropouts who end up on welfare rolls or underemployed. Karanja (2012) highlights the relationship between best discipline to students' and academic achievements. Also Reid (2006) in his study reported that a positive correlation between performance and school attendance, namely that parenting style contribute to student indiscipline. That is to say dysfunctional behaviour from parents can lower the performance of students.

According to Pennsylvania Department of Education (2007) explain that truant students are at risk for many outcomes including; educational failure, social isolation, substance abuse, low self esteem, unwanted pregnancies, unemployment, violence and adult criminality as well as incarceration. This concurs with Buswelu (2013) who have shown a link between truancy and dropout and increased crimes in

the society. With that view communities that experience much truancy and dropout are likely to be affected by increased crimes and lack of educational opportunities such as employments and awareness as a result to underdevelopment.

2.4 Types of Corporal Punishments commonly Applied in Community Secondary Schools

According to Newell (2011) corporal punishment of student breaches their rights to respect for human rights, dignity and physical integrity and equal protection under the law. In mainland Tanzania, the law of the child Act (2009) states that parents should protect children from all forms of violence (article 9), includes beatings which cause harm in the definition of child abuse (article 3), and prohibits torture or cruel, inhuman punishment or degrading treatments (article 13), however it allows for justifiable correction (article 13) and does not exclude all forms of corporal punishments from such correction. Also, he adds that government guidelines of 2000 reduced the number of strokes from six to four and stated that only the heads of school are allowed to administer the punishment with penalties for teachers who flout these regulations.

Busienei (2012) found out that corporal punishments in schools are over used and student disliked its continued application. Corporal punishments that are still mostly applied are contorted body positions, frog jumps, and push ups, keening down, standing in bright sunshine, lying on the sands, and lifting stones, with most students being most subjected to more than two types. Corporal punishment refers to the international application of physical pains as a method of changing behaviour this includes varieties of methods such as hitting, slapping, spanking, punching, kicking,

pinching, shaking, shoving, choking, use of various objects such as wood, paddles belts, sticks and pins. There is growing concern among educators, parents and other stakeholders about the high rate of truancy in public secondary schools.

The outlawing of corporal punishment in schools, especially the practicing canning which had been already social, cultural accepted norm provide a turning point in the management of student discipline. Some studies have been undertaken on corporal punishments and its physical and psychological effects on the students. For instance Study done by Kopansky (2002) shows that schools that continued to opt using physical punishment often elicit a host of unwanted negative consequences while missing opportunities to promote student discipline through nonviolent methods. He found out that punishments produce emotion, anxiety and fear when a student's being punished.

Also Busienei (2012) shows concerns on alternatives to corporal punishments that educators and psychologists who oppose the use of corporal punishment that teachers should impose non physical disciplinary measures as an alternative to beatings. Advocates propose that teachers require students to write statements describing their negative effects of their behaviour or apologize for the mistakes in front of their classmates. Instructors can require misbehaving students to sit on the chair at the back of the class as to think of their mistake and ways to improve the situation.

According to Save the Children (2001) giving up corporal punishment does not mean giving up discipline. Students need clear limits and guidance on what is right

and wrong and abandon short cut of violence is likely to produce better disciplined students. They further stated that teachers need to see clearly that there is always an alternative and this can be found if corporal punishment no longer considered as a possible tool meting out discipline. Today, in many countries, schools, districts around the nations are tackling the truancy problem by working jointly with courts, law enforcement, social service agencies, and parents to identify students at the first signs of unexcused absenteeism and ensuring that all individuals are involved in prevention, planning, and implementation of a truancy plan. But this is not considered by many schools, and other educational stakeholders in Tanzania.

Busienei (2012) suggests the application of positive reinforcements as a technique to reduce the frequency to the extent of misbehaviour. He adds that teachers should rethink ways to be applied so as to discipline students rather than corporal punishments. Rewards, guidance and counselling, parental involvements and community in general can be taken as immediate alternatives to corporal punishment.

2.4.1 Impact of Corporal Punishments on Students

URT (2005) explains situations of using canes in schools that schools are supposed to use 4 canes for wronged students and the head of schools are only allowed to punish students or else give other teachers mandate to punish on behalf. When other teachers are mandated to punish a student's head of schools should give written permission showing number of canes, nature of mistakes, students' sex and name of teacher who have caned a student. URT (2005) adds that female teachers are mandated to punish girls and for male teachers is to be permitted by head of schools.

It encourages that nature of punishments must match with age, health, gender and nature of mistakes done by students. URT (2005) identified that teachers are using canes as part of punishment and more than 6 canes given to students even for minor mistakes this is against students' rights and is part of child abuse.

2.4 Relationship Between Corporal Punishment and Truancy in Secondary Schools

The National Association of School Psychologists (NASP) (2006) opposes the use of corporal punishment in schools and supports removal of legal sanctions for its use. Further, NASP resolves to educate the public about the effects of corporal punishment and to provide alternatives to its use, and encourages research and the dissemination of information about corporal punishment effects and alternatives. Agbenyega (2006) suggest that corporal punishment in Ghanaian schools is a direct result of the beliefs, values and norms of Ghanaian society; historical precedents and the legacy of power oriented teacher education in which students are expected to assimilate without question what is transmitted to them by their masters (teachers).

The use of canes also symbolizes teachers' power over students. Scholars such as the Society for Adolescent (2003) and Straus (2000) shown a correlation between the use of corporal punishment and increased school truancy, dropout rates, violence and vandalism. This is also supported by Roussow (2003) who explains that a student who is punished regularly show symptoms of poor academic performance, dejections in studies and have poor participation in the whole process of teaching and learning. Trujilio (2006) has found out that truant youths are often absent from school for days it is then difficult if not impossible for them to catch up. This leads to further

disengagement from school, from teachers and ultimately can lead to serious antisocial behaviours like juvenile delinquency. This is also supported by Buswelu (2013) that secondary school dropout increases crimes in the society. Also Ntuli (2012) points out that corporal punishment has shown as an attributing factor to truancy and high dropout rates in secondary schools. He encouraged the use of other non forceful methods such as guidance and counselling and parental involvements on students' problems in secondary schools.

According to centre for mental health (2008) points out that student who witness or are victims of corporal punishment in school are at risk of developing a range of psychological problems, including depression, suicidal ideation and anxiety as well as dropout which is primarily being because of truancy. The centre adds that, corporal punishment is the area of concern for schools and school officials because it has been found to negatively impact students' attendances as a result poor academic performance. Porter (2004) points out that school management is important for managing student discipline through better ways so as to create conducive environment for teaching and learning. Effective teaching and learning in secondary schools cannot be achieved if schools have problems of truancy and dropout rates are increasing. The application of corporal punishments creates fear for truant students, hence drop from schooling.

Goodman (2006) explains that good discipline is considered to be educative in nature rather than punitive and this should be clearly understood by teachers because Masitsa (2008) comments that keeping good order in secondary schools is the roles

of teachers and schools' authorities. Schools which practical punitive ways in moulding student's discipline distort the intention of creating orders and peace in schools. Every secondary school is expected to ensure safety students and teachers and creating conducive environment for teaching and learning. Learners are not safe when they keep on thinking about canned by teachers in turns it results to poor teaching and learning in schools.

Agbenyega (2006) adds that corporal punishments do not achieve the end-a culture of teaching and learning in secondary schools because; does not build a culture of human rights, tolerance and respect, does not stop bad behaviours such as truancy, does not nurture self discipline instead provokes aggression and revenge attitudes, does not inculcate sense of responsibility to students instead creates fear, it breaks teacher-students relationships which results to students drop out. Generally the application of corporal punishments in community secondary schools has linked by many scholars to attribute to increased rates of truancy and dropout in schools.

2.5 Research Gap

The review above generally indicate the different issues concerning with secondary school truancy. Various study have been conducted on causes of truancy in and outside Tanzania .For instance Straus (2000) researched on the effects of corporal punishment on children. Arab (2011) researched on the impact of corporal punishment on students' academic performances and personality development. Most of the studies done in the country did not point out directly the effectiveness of corporal punishment on eradication of truancy in community secondary school. This

study is expected to find out whether corporal punishment has an increase on truancy in community secondary schools in Magu district. For that matter, this study is therefore intending to fill that gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology employed in both data collection and analysis. It covers research approach, description of the study area, research design, Target population, sample size and sampling techniques. Other aspects are sources of data and data analysis techniques, data presentation techniques, validity and reliability of the instrument as well as ethical considerations.

3.2 Research Approach

The researcher applied both qualitative and quantitative approaches. Quantitative approach enabled the researcher to analyse data using descriptive and inferential statistics whereas qualitative approach enabled the researcher to assess the feelings and understanding of selected respondents about the problem under study. Using this mixed approach enabled the researcher gather enough information and present them appropriately. The data obtained helped the researcher to determine the significance of the study and if it will benefit schools, governments, parents, and other educational stakeholders by suggesting appropriate ways of eradicating truancy in community secondary schools.

3.3 Research Design

According to Saunders (2009), research design is the detailed plan of how the research is conducted. It is a framework that guides research activities to ensure that sound conclusions are reached. Descriptive survey is a method of collecting

information by interviewing or administering questionnaires to a sample of individuals this is explained by Kombo (2006). Also with descriptive survey the researcher collected information about respondents' attitudes, opinions, and habits on better ways to be applied on eradication of truancy in community secondary schools in Magu district. In that case, descriptive survey was the appropriate research design to be employed in this study since by its nature matched with the tools used in this study.

3.4 Description of the Study Area

Magu district is one of the seven districts of Mwanza region; other districts are Kwimba, Misungwi, Nyamagana, Ilemela and Sengerema. It is about 64 km (Magu centre) from the capital city of the Mwanza region. Mwanza is geographically located between latitude $1^{\circ} 30'$ and 3° south of the Equator and between longitude $31^{\circ} 45'$ and $34^{\circ} 10'$ East of Greenwich. South is boarded by Kwimba district and the South Mwanza city council. Also Misungwi district to the West while Ukerewe and Busega districts of the North and Bariadi in the East finally at the Northern part is boarded by Lake Victoria.

Magu district has 299,759 populations. Main economic activities are fishing, agriculture, and livestock keeping as well as trading. Farmers produce both food crops and cash crops such major cash crops are cotton. Politically the district has 17 administrative wards where every ward has one community secondary schools. The district has 19 community secondary schools. A temperature ranges between 17°c to 33°c . During rainy seasons the district is cool and hot during dry seasons. However, there is a natural regulator of the rising temperature, which is Lake Victoria.

3.5 Target Population

Population is the total number of subjects of interest to the researcher. The target population of this study was community secondary schools' students, discipline teachers, academic teachers, head of schools, class teachers and schools' matrons or patrons as well as village chairpersons. The researcher was confidently aware that this population is aware of the problem thus gave appropriate and accurate information required by a study.

3.6. Sampling Techniques and Sample Size

Kombo (2006) define sample as a finite part of statistical population whose properties are studied to gain information about the whole. The researcher applied purposive and simple random sampling techniques in this study. Whereby five (5) community secondary schools were sampled to represent other schools in Magu district. Also the study used purposive sampling in choosing (5) five village government chairpersons, five (5) heads of school, five (5) academic, five (5) discipline, five (5) matron/patron, and twenty (20) class teachers. These respondents were sampled purposively because the researcher believed that by virtue of their responsibilities are thought to be resourceful and aware of the problem such that they give more information.

Furthermore, the researcher used this sampling technique because believed to be reliable for the study since sampled respondents with purposes. Finally, researcher used simple random sampling for getting nine (9) students from each secondary school because of being homogeneous and large thus everyone with equal opportunity of participations therefore researcher thought that selecting few members

would give accurate and intended information. In order to select few respondents, researcher prepared labelled and unlabelled cards and put them in a box. Researcher considered students who picked labelled card as one to be involved in research. While those who picked unlabelled card were not involved. Therefore the study used 90 respondents to represent the whole group as follows;

Table 3.1 Displaying Categories of Respondents, Numbers and Percentage

Schools	HSS	Teachers		Students		V/Cs
		Number	%	Number	%	
Kandawe	01	07	27.04	09	2.14	01
Lugeye	01	07	25.00	09	02	01
Kahangara	01	07	30.00	09	02	01
Nyanguge	01	07	27.00	09	02	01
Itumbili	01	07	24.00	09	1.32	01
Total	05	35	133	45	9.46	05

Source: Field Data (2014)

*HSS=Heads of School

*VCs=Village Chairpersons

3.7 Data Collection Techniques

Oso and Onen (2005) define data as anything given as a fact on which a research influence will be based. While data collection techniques refer to the tools to be used for collecting data and how those tools will be developed. The researcher therefore used semi-structured interviews, Observation schedule, questionnaires and documentary review as data collection tools.

3.7.1 Semi-Structured Interview

The researcher used semi -structured interview with the head of schools, teachers and village government chairpersons so as to obtain reliable information that helped in the completion of the study. The researcher prepared an interview guide with a list of questions to be answered by the targeted respondents. The researcher chose this tool because semi structured interview helped the researcher to use both open and closed ended questions. Using open ended questions enabled in depth information to be gathered and used for answering questions stipulated in chapter one.

3.7.2 Observation

The study used observation schedule as a means of collecting information from community secondary schools in Magu district. Because the researcher is a teacher, and is teaching in the same district, this helped him observe teachers applying corporal punishments, and students doing them, that helped in getting valid and reliable data. Using observation guide sheet researcher followed one after another guide by ticking against it in each secondary school from the study area.

3.7.3 Questionnaire

The researcher prepared questionnaires with both open and closed questions to be answered by students, patrons or matrons, and class teachers so as to gather information on how they deal with truancy in secondary schools. Moreover open ended questions used purposely to impress respondents in expressing their views and opinions on corporal punishments and truancy. While closed questions were employed to some questions demanding respondents to select from given alternative answers.

3.7.5 Documentary Analysis

The researcher analysed already documented data in community secondary schools by convincing the schools 'administration to make the researcher have attendance registers, class journals, teachers duty books and some past national examination records. These data helped much for the researcher to compare them with other data from other tools employed by study.

3.8 Data Processing and Analysis

3.8.1 Data Processing

Processing of data implies editing, coding, classification and tabulation whereas analysis refers to computation of certain measures along with searching for patterns of relationship that exists between the data - group (Kothari, 2011). The researcher, processed data by carrying out manual sorting, editing, coding, classifying and tabulating data that was obtained from documentation and interview. These were used because they save time and effort as well as minimized errors during organizing and analysing research data (Koul, 2011). The data which were obtained using questionnaires were processed using computer packages known as SPSS where by statistical tables and figures were used to present information.

3.8.2 Data Analysis Techniques

The researcher analysed qualitative data thematically by perusing the collected data and information that were relevant to the research questions and objectives. While quantitative data were analysed using simple descriptive statistical approach and tables showing frequency and percentages. Moreover statistical presentations helped the researcher to summarize many accurate and valid information with clear and few

words.

3.9 Validity and Reliability

The principle of validity and reliability remains very important part of this study. The researcher took this as the cornerstone of the study and therefore is discussed herein

3.9.1 Validity

The issue of accuracy and truthfulness of instruments in research remains very important in this study and above all Kothari (2011) considers the validity of research instruments as effectiveness in measuring specific behaviour that intends to measure. In order to maintain the accuracy of the data from interview, researcher conducted interview based upon a carefully designed semi-structured interview questions in order to elicit significant information for getting greater content validity. Furthermore, responses from interviews were compared to other sources of data such as questionnaires, and observations.

3.9.2 Reliability

Reliability can be treated as synonymous with repeatability or stability. A measurement that yields consistent results overtime is said to be reliable. To ensure reliability of research instruments, the researcher with standard questionnaires were used with scaling instrument; they were pre- tested to determine their relevance and easy understanding. All returned questionnaires were checked to ensure whether they are all properly filled. The semi-structured interview questions were re-stated in a slightly different form at a later time during the interview sessions so as to evaluate

the consistency of the responses as the interview goes on.

3.12 Ethical Considerations Issues

Jidamva(2012) explains that ethical protection is an important issue in any scientific study, especially when human beings are involved. With research, mainly in education and social sciences, ethics are concerned with protecting from harm individuals and groups who participate in giving information. The researcher considered many ethical issues so as not to harm the whole program. This was done by following the authority. Schools and village chairpersons were visited before, with letters introducing the researcher from appropriate authorities, after that researcher asked permissions to meet with intended respondents. Also before interactions, researcher explained the intention meeting them. Lastly questionnaires, had an introductory parts of the researchers self introduction and request for them to answer the given questions. This was done after their consent to respond to the questions and that information would not be displayed but would be kept confidential. Therefore the researcher expected to cause no harm, conflicts or humiliate any but convinced, tolerated, cooled and was eager to achieve the most from the field.

CHAPTER FOUR

4.0 DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This Chapter presents, analyses and discusses the findings of the study collected from the field. The findings are based on research questions and objectives that guided the study. Also this chapter discusses the findings by relating them with review of literatures presented in chapter Two. Basically, this study was guided by the following objectives;

- i) To examine the magnitude of truancy in community secondary schools in Magu district
- ii) To identify types of corporal punishments commonly applied in secondary schools in the study area
- iii) To establish the relationship between corporal punishments and truancy in the study area.

4.2 The Magnitude of Truancy in Community Secondary Schools in Magu District

The major focus under this section was to examine the magnitude of truancy in community secondary schools in Magu district. The findings were presented in subsections so as to have a better understanding of the results as follows;

4.2.1 The Rate of Truancy in Community Secondary Schools in Magu district.

This was one of the parts of the first research objective whose intention to investigate the magnitude of the problem of truancy in community secondary schools in Magu district. The researcher gathered information from respondents by using

interviews and documentary analysis as follows;

Using interview with heads of school, one gave statements that;

“Most community secondary schools have this problem of truancy. Students are brought by their parents or guardians for form one registrations, but their number keeps decreasing as they are upgrading to next classes and academic years. We receive many form ones students, but their number is becoming small in next classes, especially from three and four classes.”

The above statements revealed that community secondary schools still have problems of truancy, because heads of schools and existing situation which was from researchers' observations done using observation guide sheet revealed increasing truancy in this community secondary schools. This concurs with results from interviews with village chairpersons who agreed that they know that there some students who do not attend schools in their respective villages. This situation matches with informations from URT (2012) and (2013) showing difference in enrolment rates retention rates and completion rates of secondary schools' students in Magu district.

The researcher conducted documentary analysis from class journals, teachers 'duty report books and attendance registers in five intended secondary schools. Starting with data from teachers' duty books indicating records of registered, present, and absent students in Itumbili Secondary School as per Thursday, 16 April 2014 in relation to increased students' truancy are as follows;

Table 4.1: Data from Itumbili Secondary School Showing Number of Registered, Present, and Absent Students

Registered				Present				Truants			
Stream	B	G	T	B	G	T	Percent	B	G	T	Percent
F I	82	43	125	78	39	117	93	04	04	08	07
FII	144	116	260	104	96	200	70	40	20	60	30
FIII	131	68	199	95	58	153	70	36	10	46	30
FIV	84	38	132	61	31	92	70	23	07	30	30
Total	441	265	716	338	224	562	78	67	41	144	22

Source Duty report book (2014)

***B**= Boy ***G**= Girl ***T**= Total

The table 4.1 presents that in form one class 117 out of 125 attended whereby 08 students were truants which is 07 percent of 93 percent of all attended students. Inform two classes registered students were 260 of which only 200 were present, which was 70 percent and 60 students were absent, which is equal to 30 percent. In form three and four classes revealed that 30 percent of students were absent. The researcher also found the same situation in the next days that class attendances, teachers' duty books, and class journals revealed that students were truants with no reasons from secondary school authorities.

Also the researcher conducted another documentary analysis by using teachers' duty book in Kandawe secondary school as one of the selected secondary schools in the study area and the following are presentations of students attendances as per

Thursday 16th 2014.

Table 4.2: Data Showing Registered, Present, and Absent Students in Kandawe Secondary School

Registered			Present				Truants				
	B	G	T	B	G	T	Percent	B	G	T	Percent
FI	67	41	108	57	36	93	86	10	05	15	14
FII	85	40	125	75	35	110	88	10	05	15	12
FIII	88	70	158	64	55	119	75	24	15	39	25
FIV	47	17	62	41	15	56	90	06	02	08	10

Source Teachers 'Duty book (2014)

***B**= Boy ***G**= Girl ***T**= Total

From Table 4:2 above, form one class have 15 absent students, which is about 14 percent. While form two, 15 students were absent which is 12 percent and in form three classes, 39 students were absent which is 25 percent and finally in form four classes 08 students were absent which is 10 percent. This is making 339 out of 453 were present, which is equal to 75 percent of the enrolment rate, and 77 students were absent with no permission from schools' authorities which makes 25 percent of the whole registered rates. Generally attendances registers and teachers' duty books from the field have shown that almost 60 to 80 students are truants daily in each community secondary schools. This affects much internal efficiency of the districts' struggle in eradicating truancy and ignorance. Truancy is not the problem; it's an indicator of other problems. When students aren't in school, we need to understand why they stay away before we can affect solutions.

Data from class logbooks indicated that 6 to 10 students were truant per day in each stream and there were no reasons for such truancy. However URT (2014) found out that 40 percent of heads of secondary schools in Tanzania put less importance of keeping secondary school records updated. This is the similar situation found by the researcher that most class monitors/monitress are the ones noting down present students and truants in the attendance registers and class journals instead of class teachers who automatically present head of schools. Another analysis done by the researcher by extracting one page of the calss journal from Lugeye secondary school of 22nd May 2014 the data was as follows;

Table 4.3: Data from Class Journal Showing Students Truancy in School

Forms	With reasons	With no reasons	Total
F I	01	15	16
F II	00	18	18
FIII	02	20	22
FIV	00	09	09

Source: Field Data (2014)

From the table 4:3 above 14 out of 15 students had no reasons for being truants in school while 1 out of 15 students had reasons for not being in school in form one classes, most reasons written in, were authorities' statements showing that a certain student were permitted because of sickness, and attending burial ceremonies of their close relatives. In form two class data show that 18 out of 118 students were absent without any reasons, while data from form three classes show that 20 out of 22 students were absent without any reason, and only 9 out of 9 were absent without any reasons in form four class. The situations were the same with class attendances

the same number and names were marked absent with no permissions signs. Also records from the class attendances of the same classes in that school revealed that same students were truants for a long time with no excuses except those with reasons had few truancy records. It was revealed that schools had no routine of deleting from attendance books those students who fail to turn up for a long period as the law gives the school power to delete students who have 90 days absent in one term of study. Many attendances registers had many names of students with more than 90 days consecutively truant.

4.2.2 Causes of Truancy in Community Secondary Schools in Magu District

Under this subsection the researcher posed the question to identify the causes of truancy in community secondary schools. The response was grouped by the researcher into different groups. Respondents from group of village chairpersons through interview revealed by showing that parents/guardians contribute by making their children not to attend school so as to perform home works such as feeding cows, farming and other household activities. This shows that parents/guardians in the study areas contribute to the problem of truancy in community secondary schools.

Also using interview researcher found that 5 heads of schools were blaming parents/guardians for contributing to truanities in the study area. That is 5 out of 5 heads of schools agreed that parents/guardians contribute to their children's school truancy in the study area. This is connected with views given by one academic teacher who said that;

“Generally this community have done nothing to make their children attend schools, they are not even making follow-ups in schools for their children’s academic progress”

Researcher conducted another interview with heads of secondary schools with the intention of understanding whether corporal punishment can be one of the attributing factor for increased school truancy and responses indicated that most schools use them regularly, and of the heads of school had the following views

“Using corporal punishment such as canning makes students feel nothing towards intended change; schools should make sure that punishments are not contributing to the problem of truancy. Since some teacher punish students without asking them causes of becoming truant”.

Advices from this respondent revealed that some teachers use corporal punishment unnecessarily they punish without reasons thus intended change of behaviours are not achieved. Using questionnaire, the researcher presented a question with intention of understanding whether using corporal punishments in secondary schools results to increased fear and low confidence for school schools’ attendances. Reactions from the respondents were as shown in Table 4.4.

From table 4:4 students responded by showing that 26 out of 45, with 57.8 percent strongly agreed that corporal punishment causes fear and low confidence to students. While 14 out of 45 with 31.1 percent agreed favouring their fellows above. However 5 out of 45 students responded on the opposing side that corporal punishments do not cause fear and low confidence to students. From these data about 88.9 percent

revealed that corporal punishment causes fear and low confidence to students in secondary schools. This concurs with Straus (2000) who views that corporal punishments increase fear and low self confidence for one to continue with schooling.

Table 4:4: Students Responses about Corporal Punishments Causing Fear and Low Confidence

Responses	Frequency	Percent
Strong agree	26	56.5
Agree	14	30.4
Strong disagree	1	2.2
Disagree	4	8.7
Total	45	100.0

Source Field Data (2014)

Moreover the researcher asked another question with inttention of identifying other negative impacts of using corporal punishments on students in secondary schools,and the following were results

Table 4:5: Students Responses on Identifying other Impacts of Using Corporal Punishments in Secondary Schools

Impacts	Frequency	Percent
Distort teacher-student relationship	14	30.4
Increase low learning morale	7	15.2
Increase dropout and truancy	18	39.1
Results to poor academic performance	5	13.0
Total	45	100

Source: Field Data (2014)

From Table 4:5 revealed that 14 out of 45 students with 31 percent identified that corporal punishment distorts teacher- student relationship, while 7 out 45 students with 15 percent identified that using corporal punishments in secondary schools increase low learning morale to students. Truancy and dropout however were identified by 19 out 45 students with 41 percent. Lastly 6 out of 45 students with 13 percent identified that corporal punishment results to poor academic performances in secondary schools. These data imply that some students drop from schooling when they find out teachers using corporal punishments as a means to solve the problem. This is argued by Agbenyenga (2006) by commenting that maintaining discipline in secondary schools has more to do with teaching and self control rather than using forceful policies such as corporal punishments.

The researcher conducted interviews with heads of schools, academics, disciplines and patrons/matrons,. The intention was to find out what do they do when an application of corporal punishments fail to correct behaviour of truancy to some students in secondary schools. Most of them responded with views that schools cannot force students to continue with schools rather they try to call parents so as to discuss the matter but many of the parents do not turn up. One discipline teacher said that;

“Nowdays students are troublesome,they keep much time doing unnessary thing such listerning music through mobile phones rather than seriously studying and parents do nothing to end the situations.”

These indicates that students however have played little responsibilities to attend schools and listern from their teachers either. Lastly researcher also observed that

some truancy records in the field of study are not accurate since class leaders in some schools are the ones who write and call names and records absentees and presents instead of class teachers.

Researcher provided questionnaires to teachers with intentions of understanding factors for causing truancy apart from school related factors and the responses were as follows;

Table 4.6: Factors Causing Truancy in Secondary Schools

Factors	Frequency	Percent
Family poverty	4	18.2
Poor parental and community involvements	14	63.6
Pregnancies	4	18.2
Total	22	100.0

Source: Field Data (2014)

Table 4:6 shows that, poor parental and community involvements on students' problems in secondary schools attribute to truancy this were revealed by 14 out 22 teachers which is 63.6 percent. Family poverty and pregnancies were responded with 8 out of 22 which are equal to 36.6 percent. This concurs with Eastman (2007) who explains that families and community at large need to work together with schools in order to set rules and regulations for improving secondary schools attendances. The responses from interviews also revealed that parents and community play little roles in solving schools' problems. Respondents revealed that, parents are not attending parent meetings when called in schools and village chairpersons are not used to discuss students' problems such as truancy in their regular public meetings.

Mostly it was noted from the respondents that parents/guardians sometimes are contributing to truancy to their children by not buying schools requirements such as school uniforms, exercise books, and other schools' contributions. Another response from the respondents through interview identified peer pressure influence as one aspects to increasing truancy by influencing each other not to attend schools. This was revealed by statements given by one of the patron from a sampled secondary schools that;

“Some students are always influenced by their fellows who normally truants from schooling. The situations is worse when parents/guardians do not insist, make followups by checking their both moral and academic progresses”

Moreover the researcher conducted observation with the intention of identifying whether community in general have full participation towards eradicating truancy and the results revealed that community pay little attention to all schools' problems such as truancy. This was in line with results through interviews with one of the respondents from the group of head of schools said.

“Community members take much blames for schools when students fail in the NECTA examinations, and when students misbehave, but take no charge to eliminate the situation by to end truancy and other students' poor behaviours”

These show that community thinks that schools are for teachers and students, thus they have nothing to contribute. In such view, there are must be a change of mindset of the parents and community in general. Generally it was observed by the

researcher that corporal punishment contribute to students fear and low self concepts, hence truancy and dropout, poor parental and community involvements also make teachers fail to deal appropriately with some students' problems such as truancy. School related factors such as peer influences, lack of guidance and counselling in schools, poor relationships between teachers and students, classroom environments and many other factors contributes to student truancy in secondary schools.

4.2.3 Methods Used to Eradicate Truancy in Community Secondary Schools in Magu district

The researcher conducted interview to understand ways that are used by schools in eradication of truancy and the results revealed that most of the teachers use corporal punishment such as canes, and manual works such as collecting stiff sands and slashing schools and a few mentioned the use of pulling out tree. These are forceful techniques which are mostly discouraged by many educational scholars such as Strauss (2000) and Agbenyaga (2006). Another guiding question for interview were provided with aims to understand amongst the methods used above which one seems to be more effective than others. Answers provided was different from those provided by the head of schools. One of the respondents interviewed responded saying that;

“Most teachers prefer much the use of canes but this is not effective, the most effective method is to call parents and guidance and counselling however parents do not turn up when called in school, thus teachers opt canning as last alternatives.”

Moreover many teachers involved in the study shown interest of using canes rather than other methods mentioned above. Also, another interview done by researcher intending to identify methods which seemed to play less importance in eradicating truancy. Answers were that most of the teachers pointed out the use of calling parents who normally do not turn up. It was noted that most parents whose students are truants normally do not cooperate with teachers in schools. However URT (2010) explains the problems of poor management skills in secondary schools contribute to increased schools' problems such as truancy. It is such matter that changing teachers already perceived attitudes towards managements of truancy problems is very important for students, schools, and community development. Furthermore responses from respondents through questionnaires aimed to identify methods used by teachers to eradicate truancy in secondary schools are as follows;

Table 4.7: Methods Used to Eradicate Truancy in Secondary Schools

Methods	Frequency	Percent
Canes	12	54.5
Collecting stiff sand	8	36.4
Slashing tall grasses	1	4.5
Pulling out trees	1	4.5
Total	22	100.0

Source: Field Data (2014)

From Table 4:7 canes was responded by 12 out 22 respondents with 54.5 percent, collecting stiff sand were responded with 8 out of 22 respondents with 36.4 percent and slashing tall grasses responded by 1 out of 22 respondents with 4.5 percent. These data revealed that schools use canes and collections of stiff sands as ameas eradicate truancy than other forms. Also researcher's observations noted that

teachers normally punish truant students during in classe hours. This implies that truants students are dinied their rights to education by doing punishments when others are studying in classes. Moreover results from interviews indicted the same cases that canes are popularly used in schools. Finally, teachers take these methods as much effective than others. The use of canes frustrate students and make them see schools as not friendly to them, hence they opt to drop out from schooling. During the interview with one patron teacher said;

“Better to continue with a few students who have no truancy records and who are academically good than having big classes with studentswith many problems to handle. Because involving these students will make the whole schools performance, low hence fail to meet Big Results Now targets.”

This implies that some teachers are happy when students become truants and drop from schooling since they are thought to be causing poor performances in final examinations. These results are used by DSEO and other government officers as assessment factors for general schools’ performances whereby in some districts heads of secondary schools are accountable and responsible.

4.2.4 The Impact of Truancy in Secondary School and Community

The researcher conducted interviews with heads of schools, academic and discipline teachers,and matrons or patrons. Results revealed that truancy affects many secondary schools academic performances by contributing to poor academic performances. Interviews with academic teacher in one of selected secondary school said;

“Mostly community secondary schools cannot have better academic

performances because of most of the students have the problem of attendances. Because teachers are putting much effort to have better academic performances, but students are not taking into account.”

This indicates that some teachers believed that using forceful approaches is the best ways to end truancy and other schools' problems. However teachers are expected to guide, counsel, and plan by involving many educational stakeholders to discuss together and find ways to eradicate some problems. This concurs with Merilce (2007) who explains that "Young people with strong, supportive relationships with families, friends, school, and community are invested in or committed to achieving the goals held by these groups. They are bonded to these groups. Young people who are bonded are less likely to do things that threaten that bond -- such as use drugs, become violent, or commit crimes. This is to say truancy may result into immoral behaviours in children, such as drug and violence. This also concurs with Furgusson (1995) and Buswelu (2013) both explain by pointing out that truancy and dropout lead to increased crimes in the society. Parents/guardians are investing much money for paying school's fees, buying uniforms and academic stationeries, they are expecting that their children would complete schooling and have best academic performances but when this does not turn up it is counted a loss.

4.3 Types of Corporal Punishments Used in Secondary Schools in Magu District

Researcher's observation in schools indicated the use corporal punishments such as canes in secondary schools; Also through questionnaires researcher wanted to identify types of corporal punishments that are commonly used in schools. The results shown in Table 4.8.

Table 4.8: Types of Corporal Punishments Commonly Used in Secondary Schools

Types	Frequency	Percent
Using canes	32	71.1
Slashing the school compounds	6	13.3
Pulling out trees	3	6.7
Collecting stiff sand	4	8.9
Total	45	100.0

Source: Field Data (2014)

From table 4:8 shows that 32 out of 45 which is 71.1 percent responded that canes are mostly used in secondary schools and slashing school compound responded by 6 respondents which was 13.13 percent, and pulling out trees responded by 3 respondents with 6.7 percent, while collecting stiff sand responded by 4 respondents with 8.9 percent. These data imply the same situation as revealed by other groups using other methods of data collection that canes are mostly used in schools. This is also explained by Agbenyega (2006) who has found out that teachers use caning mostly in secondary schools than other forms of punishments, he argues that corporal punishments should not be used because no evidences suggesting that has produced better results academically, morally or that improves secondary school discipline. The attitudes of using corporal punishments on students is tied up by historical/traditional aspects of teachers by believing that a misbehaved student must be punished so as to change behaviours without thinking its negative implications psychologically,mentally,and social well beings of childrens as well as community development.

4.3.1 Reasons why Most of Teachers use Canes in Secondary Schools

The researcher, distributed questionnaires for teachers with the intention of understanding reasons for teachers preference on using canes rather than other forms of corporal punishments in secondary schools and the results was as follows;

Table 4.9: Reasons why Teachers Like Using Canes than other Forms of Punishments

Reasons	Frequency	Percent
Simple to administer	10	45.5
Best in correcting bad behaviours	5	22.7
Most disliked by students	6	27.3
Cause no harm	1	4.5
Total	22	100.0

Source: Field Data (2014)

From Table 4.9 data show that 10 respondents out 22 responded that using canes is simple for the teachers to administer this was 45.5 percent of all respondents and 5 out 22 respondents which is 22.7 percent said that using canes is the best in correcting bad behaviours of students such as truancy, also 6 out 22 respondents with, 27.3 percent said that canes are mostly disliked by students hence a better way to use while 1out 22 respondents with 4.5 percent said that using canes cause no harm to students.

This shows that out of four alternatives given teachers opted use of corporal punishment such as canes as best ways and effective because of its simple to administer in its applications. Then next alternative given were that using canes is mostly disliked by students, thus very good to be a form of corporal punishments

which can correct students behaviours effectively. Other given alternatives followed. It is of such views that researcher hold that while teachers keep on believing on the continued use of corporal punishments as a means to eradicate truancy in secondary schools the number of truancy keeps increasing. This is because students dislike it's continued use as creates fear and psychological problems to students. This concurs with the National Association of School Psychology (2006) who hold that corporal punishment does not produce long lasting changes in behaviour, however negatively affects the social, psychological and educational development of students and finally contributes to the cycle of child's abuse, and promotes violence attitudes to students.

Agbenyega (2006) explains that educators such as teachers in secondary schools should refrain from the discipline which is punitive and punishment-oriented. The management of truancy in secondary schools, therefore needs skills from teachers and other educational stakeholders. It also in such views that there are needs of changing teachers' attitudes and perceptions towards using canes as a means of correcting students' behaviours.

4.4 Relationship Between Truancy and Corporal Punishments in Secondary Schools

This is another research question and it matches with objective number three which intended to relate truancy and corporal punishments in secondary schools in Magu district. In the course of that, the researcher prepared interviews for heads of schools whereby 4 out of 5 had views that some teachers have a habit of caning students with truancy records without asking the reasons. Results from questionnaire by students had intentions of relating truancy and corporal punishments in community secondary

schools in Magu district. The followings are reactions that corporal punishments cause fear and low confidence for students to continue with schooling. These data were as presented in Table 4.10.

Table 4:10 Students Responses about Corporal Punishment Causing Fear and Low Confidence to Students in Schools

Responses	Frequency	Percent
Strong agree	39	84.8
Agree	3	6.5
Strong disagree	2	4.3
Disagree	1	2.6
Total	45	100

Source: Field Data (2014)

Table 4:10 indicates that 39 out of 45 with 86.7 percent students responded strongly that corporal punishments cause fear and low confidence to students in secondary schools. Another group of respondents were 3 out 45 with 6.7 percent responded as the first group. While 2 out 45 respondents with 4.4 percent responded strongly disagreed that corporal punishments do not cause fear and low confidence to students in secondary schools. Lastly 1out 45 respondents with 2.6 percent disagreed with the given statement. This also concurs with Strauss (2000) who comments that schools have a powerful influence on students' mental and well being developments and student truancy can be attributed to such influence rather than home based influence.

Also Agbenyega (2006) presents the same case as above that, absent students is counted truants and need to be helped by both parents and teachers in secondary schools. He adds that using canes as one of the forms of corporal punishment make

schools unfriendly and creates fear which leads to his or her drop out. This matches with views from head of social welfare of the Magu district during the seminar with heads of schools matrons and patrons as well as other stakeholders ON CHILD ABUSE said that;

“Teachers abuse students by denying their rights to education as they keep them outside the classrooms doing punishments while others are studying, this result in poor academic performances which of course turn them to punishments.”

He ended up arguing that teachers should apply meaningful punishments to students which have positive impact on his /her education, and well social beings. Connecting this situation with scholars' views such as Strauss (2000) and Rousow (2003) who present that students strongly dislike the use of corporal punishment in secondary schools. Corporal punishment however destroys cooperation between teachers and students. Mostly punished students dislike teachers and schools in general. This matches with Strauss (2000) who presents that there is a correlation between using corporal punishment and increased school truancy.

Most of the teachers who were sampled in this study agreed to use corporal punishments such as canning, collecting stiff sands, and slashing school compounds as well as pulling out trees. These corporal punishments are regularly applied to truant students in community secondary schools in Magu district. The researcher attended the seminar for heads of schools matrons or patrons and other stakeholders on Child Abuse from there one of the participants who was a patron from one secondary school in Magu district said;

“We teachers normally deny children's rights to education when we give forceful punishments to students and wrongly enough we also give punishments when other students are in class yet we claim that we are helping to end truancy”.

Therefore application of corporal punishment in secondary schools increases truancy and dropout as well as result poor academic performance. In addition data from documentary analysis in secondary schools revealed some truancy cases and poor academic performances in form four NECTA examinations in 2012 and 2013 as follows;

Table 4.11 NECTA Registrations in 2012 and 2013 in some Selected Schools and their Academic Performance

School	Years	Rg.	A.	Sat.	W.	Clean	Divisions				
							I	II	III	IV	Fail
Bujashi	2012 -2013	99	09	90	05	85	00	01	01	37	46
		71	12	59	06	53	00	03	10	15	25
Kahangara	2012 -2013	127	19	108	14	94	00	00	00	25	69
		68	06	62	01	61	01	03	10	19	28
Itumbili	2012 -2013	216	04	212	07	205	00	00	08	79	118
		250	07	247	21	222	00	04	25	104	89
Lugeye	2012 -2013	147	08	139	10	129	00	02	15	40	45
		101	11	90	02	88	00	03	12	36	37
Bukandwe	2012 -2013	147	06	141	10	131	00	00	03	47	81
		124	11	113	11	102	00	02	07	44	76
Kandawe	2012 -2013	145	21	124	10	114	00	00	09	32	73
		128	10	118	03	115	00	01	12	33	69
Kongolo	2012 -2013	85	12	73	13	60	00	00	00	16	44
		76	14	62	10	52	00	00	04	10	38
Total		1784	160	1638	123	1511	01	19	116	537	838

Source: Field Data (2014)

*Rg= Registered *A= Absent *W= Withheld

From table 4:11 shows numbers of students who are registered for national examination and who did not sit for examination because of truancy and dropout in 2012 and 2013. This involved seven secondary schools from Magu district. 160 students, with 9 percent did not sit for the examination in 2012 and 2013. This is against NECTA's regulations which claims that registering students is costly thus schools should make sure longterm truants are registered so as to avoid the loss from not sitting for examinations. Also, it is estimated that 250 up to 300 students are not sitting for form four national examinations each year in Magu district.

This is attributed by regular truancy behaviours of these students from lower classes and failure of both teachers and other educational stakeholders in dealing with truancy by applying appropriate approaches to eradicate it. However, during the researcher's visits to some secondary schools in the study area noted that about 80 to 120 students hide from doing internal examinations such as midterms, terminal and annual examinations. Schools administrations prints and photocopy many examination papers according to the number of students. It was however noted that nobody is accountable to this everyday schools' loss, which would have been used for fundamentals schools' requirements.

4.5 Alternative to Corporal Punishment in Secondary Schools

The researcher collected data using interview guide question intending to understand the views of respondents on the issue of truancy in secondary schools and community in general. Their responses revealed that schools take much blames on parents and community as it was already noted through other methods. Also one respondent said that;

“Parents and community should play their roles, they are supposed to come to school to check their children’s academic progresses, and when called to discuss behaviours of their children at schools.”

The statements above indicate that most of teachers take much blames on parents and community at larger that they are not playing their role to eradicating truancy in schools. This is argued by Agbenyega (2006) who explains that teachers feel that alternative to corporal punishment are not effective this is because they have been affected culturally,that using forceful approaches such as canes is best way for correcting students behaviours both at home and schools.

Also researcher using questionnaire aiming to get suggestions on what should be done so as to eradicate the problem of truancy in secondary schools in the . study area and the answers shown in Table 4.12.

Table 4.12: Suggestions on What Should be Done to Eradicate Truancy in Schools

Suggestions	Frequency	Percent
Encourage parental and community involvement	10	45.5
Guidance and counselling	9	40.9
Use student centred method in teaching and learning	2	9.1
Introduce extracurricular activities	1	4.5
Total	22	100.0

Source: Field Data (2014)

From table 4:12 above show that respondents suggested that parental and community involvement must be improved by 10 out of 22 which is 45.5 percent. While guidance and counselling supported by 9 out 22 respondents which is 40.9 percent. Finally student centred method of teaching and learning supported by 2 out 22 with 9.1 percent, and extracurricular activities responded by 1 out 22 with 4.5 percent. This means that parents and the community must be fully involved in eradicating truancy. This matches with Wanchira (2009) who explains that teachers need to be educated on using alternative methods of controlling student discipline such as truancy in secondary schools because the use of corporal punishment in schools promotes a very precarious message that violence is an acceptable phenomenon in life. Approches such as above are very important when applied in secondary schools to solving students problems such as truancy.

Also data from observations and interviews indicated that parents /guardians as well as community at larger are not attending meetings in schools. Students were asked to give reasons on why parents do not attend meetings in secondary schools and the results were as follows;

Table 4.13: Reasons on Why Most of Parents/Guardians not Attend Meetings in Secondary Schools

Reasons	Frequency	Percent
Pay little attention	26	56.5
Have no information	16	34.8
Have many works at home	3	6.5
Total	45	100

Sources: Field Data (2014)

From Table 4:13, results were that 26 out of 45 students with 57.8 percent pointed that parents/guardians fail to attend parents/guardians meetings in schools because of paying little attention. While 16 out of 45 students with 35.6 percent pointed out that parents have no information. Lastly 3 out of 45 students with 7 percent reported that parents /guardians have many works at home rather than attending school meetings. This concurs with data from interview by heads of school and academic teachers, both commented on parents' failures to participate on children and schools problems in the study area. Also results from interviews for village chairpersons revealed that village public meetings do not discuss schools' indiscipline problems such as truancy and how to eradicate it. Finally it was noted that leaders don't present the importance of parents to attend meetings in secondary schools as a problem to discuss in public meetings.

This concurs with many reactions from students by using other methods which provided proof that students like most non proactive methods in secondary schools, rather than other methods like guidance and counselling, parental and community involvements, as well as peer group counselling. This also in line with some educational scholars such as Wanchira(2009),and Eastman(2007). Results from questionnaire distributed to students with intentions of understanding whether students prefer much peer group counselling rather than the teachers' application of corporal punishments and results are as follows;

From Table 4.14 presents that 39 out of 45 students, which is 86.6 percent supported the use of peer group counselling than the use of corporal punishment in secondary schools. This matches with other group of respondents were 3 out 45 with 6.7

percent. However 1 out of 45 students, which are 2.2 percent did not support use peer group counselling as a ways of helping truant students. This shows that peer group counselling in secondary schools when applied may be effective rather using corporal punishment. This is because truancy is termed by some researcher as not a problem, but an indicator of many problems that students are facing and it is from such a view that teachers need to make classroom and school environment friendly than using physical punishments.

Table 4.14: Importance of Peer Group Counseling in Secondary Schools

Responses	Frequency	Percent
Very important	39	86.6
Important	3	6.7
Unimportant	3	6.7
Total	45	100

Source Field Data (2014)

Results from the field about a preferred teaching methods revealed that teacher centred method (non participatory) is mostly disliked by students in the classroom. Also, students identified that it is difficult for students to tell teacher who use corporal punishment about their family problems. It indicates that such teachers cannot guide and counsel students because they will not get information from students. Results from distributed questionnaires to students intending to identify preferred method of teaching and learning in schools. Results are as in Table 4.15.

Results from Table 4.15 show that 42 out of 45 students with 91.8 percent responded preferring teachers using students cantered methods as a method to be used in teaching and learning process in secondary schools. While 3 out of 45 students with

8.2 percent not favoured use of students' centered method in teaching and learning in secondary schools. This concurs with Ebele (2009) who explains that there are must be a positive relationship between teachers and students in and outside classroom. Student centred method in that matter, contributes to increasing learning morale and cooperation between students and teachers. This also motivations and attitudes towards learning. In this respect teachers are expected to create good relationships by creating more room for students' discussions in classrooms, give their views instead of keeping on using corporal punishments which create fear and low self concepts in learning hence increase of truancy in secondary schools.

Table 4.15: Students Responses on Liking Participatory Method in Teaching and Learning

Responses	Frequency	Percent
Strong agree	26	56.5
Agree	16	34.8
Strong disagree	3	8.2
Total	45	100

Source: Field Data (2014)

The researcher also conducted an interview for the intention of understanding whether secondary schools have a timetable which does not allow other extracurricular activities different from academic oriented activities. The answers revealed that secondary schools have very limited timetables they are too academic oriented. Thus, students with low academic ability find difficult to keep attending school since they don't enjoy the lessons. However schools need to flexible,accommodative to all students' talents and skills in schools. Secondary

schools in Tanzania are expected to develop different students talents and skills,which intends to develop wholistically students to sarve as in nation and outside the nation. Data from questionnaires by students which primarily intended to identify behaviours of teachers mostly disliked by students in secondary schools are as in Table 4.16.

Table 4.16: Four behaviours of a Good Teacher from Students Choice

Behaviours	Frequency	Percent
Who is understandable	18	40.0
Who listens students' problem	10	22.2
Who teaches well	12	26.7
Who is sociable	5	11.1
Total	45	100.0

Source: Field Data (2014)

From Table 4:16 revealed that 18 out of 45 respondents which is 40 percent responded savouring that teachers who understands students' problems are mostly liked in secondary schools. While 10 out of 45 respondents with 22.2 percent revealed that they like a teacher who listens students problems, and 12 out of 45 respondents with 26.7 percent revealed that they like a teacher who teaches well in the classroom, finally 5 out of 45 respondents with 11.1 percent revealed that, they like a teacher who is sociable. From these data, students like more teachers who listens their problems, including family problems which contributes to the truancy in secondary schools. Also, teachers who teach well by using students' centred method rather than teachers' centred methods are most liked by students. While teachers who understand students are most liked by students rather than using corporal

punishment. Lastly, teachers who are sociable and not strict are also liked by students in schools because they most likely to be told by their students about their family problems.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the study with reference to the research problem and methodology. Also, it provides the summary of the main findings of the study, conclusions and recommendations

5.2 Summary of the Main Findings

The main findings are summarized in terms of research objectives and questions as follows: Firstly secondary schools in Magu district have high level of truancy. Report from DSEO office, students' class attendance registers, and duty books and class journals have shown the existence of the problem of truancy in schools. Responses from the respondents have also shown that 60 to 80 students are truant daily at each secondary school in Magu district and at least 1235 students are truants daily in all community secondary schools in Magu district.

Secondly several factors are responsible for truancy in community secondary schools in Magu district, including the application of excessive corporal punishments; poor parental involvements in schools and students' development; lack of guidance and counselling in schools and peer group counselling in schools. Finally the study revealed that local leaders are not playing their significant roles in addressing the problems. Thirdly caning was identified as one of the corporal punishments commonly used in community secondary schools in Magu district. Others included collecting stiff sand to cover the school grounds, slashing tall glasses in schools and pulling out tree stems.

Fourthly 2 out of 5 heads of secondary schools from the study area had views that corporal punishments are linked with increased truancy in secondary schools, while 3 out of 5 commented on other factors such as poor parenting and community involvements on both students and schools problems. Also the research using questionnaires to students has pointed out that 22 out of 38 respondents commented that corporal punishments such as canes cause truancy in secondary schools. This group however has pointed out that corporal punishments like canes cause fear and develop low confidence as well as dejection towards students learning. Thus, once students is absent for a day or some days starts thinking about how to face corporal punishments which will be given by many teachers as he or she missed lessons. It has found that each subject teacher punish students who have missed the class in some secondary schools. This has controlled truancy by increasing drop out because when a student become absent fear to come back to school because of corporal punishments.

The study also revealed that some teachers use corporal punishments as a secret method to make students drop from schooling. This is done by doubling different type of punishments to truant students. For instance, it has noted that each subject teacher cane a student who has been truant when inters in class and this does not include class teachers corporal punishments. Doing so makes school not friendly to truant students, hence decide to drop from schooling or stay at home for a long period of time.

The findings also have shown that some schools give corporal punishments to truant students during class hours, thus when others are studying these truants are outside

doing punishments. This is termed by head of social welfare in the Magu district as one of child abuse as it denies child rights to education. However, it has shown that meaningful punishments which have direct impacts on students are not applied in these community secondary schools. Most teachers found in the field did not talk about it either many of them had views on corporal punishments.

Finally the findings have revealed that schools use much authoritative means of punishments such as corporal punishments rather than other approaches such as guidance and counselling, peer group counselling, educating parents on the importance of being involved with students and schools problems, present the problem to schools boards, ward development councils and other local leaders such as village chairpersons. These are regarded as a very immediate and owners of the schools.

5.3 Conclusions

The objective of the study was to investigate the effectiveness of corporal punishments on eradication of truancy in secondary schools in community secondary schools in Magu district. From the study it have been noted that truancy rates in secondary schools is increasing despite of teachers keeping using corporal punishments such as canes. Also findings have revealed that most teachers are using corporal punishments and mostly canes, slashing schools grounds, pulling out tree stem, and collecting stiff sand to cover schools grounds. However the study revealed that parents and community at large are not well involved in solving students' problems in schools.

5.4 Recommendations

Five recommendations are made.(i) teachers should re-examine their continued use of corporal punishments in community secondary schools in the Magu district since its applications have not yielded desired results of eradicating truancy in schools.(ii) Corporal punishments such as canning should not be encouraged in secondary schools since it causes fear and low confidence among students, it also causes negative psychological impacts among students such as aggressions.(iii) There should be cooperations between schools and other educational stakeholders such as parents, local leaders, community in general because they are immediate stakeholders to help in whole process of eradicating some students' problems such as truancy. (iv) Schools should establish guidance and counselling systems in schools and peer group counselling among students. (V) teachers should use students' centred methods of teaching rather than teacher centred, which limits students' interactions in classes, which in turn increases students study morale and academic performances.

The researcher has put in place the following recommendations for further studies as follows; There is a need to conduct a study on who is responsible for representing secondary schools in ward development councils since the researcher noted that the ward educational officer and heads of schools are currently attending so that to address truancy problems accordingly. The researcher also recommends that another study should be done on effectiveness of corporal punishments on eradication of truancy in secondary schools using other case study in Tanzania.

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APPENDICES

Appendix 1 Questionnaire for Students in Secondary Schools

Dear respondents,

My name is LAURENT Paul a second year student at the Open University of Tanzania Mwanza Region, pursuing a Master degree in education Administration, Planning and Policy Studies (MED APPS). I am conducting a research on Effectiveness of using Corporal Punishment on Eradication of Truancy: A case of Community Secondary Schools in Magu district, Mwanza region. This questionnaire has been prepared to facilitate the study findings.

I request you to read carefully and answer them and give comments as you will be requested by a specific question. I truly saying that data collected will be useful for a research report to be presented at the Open University of Tanzania. And that your answer will be strictly confidential; no information about you or your institution will be released to any one since they are only for academic purposes and not other wise

School	Title	Date
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1. With the following types of corporal punishments what are commonly used in your school?
 - i) Using canes
 - ii) Slashing the schools compounds
 - iii) Pulling out trees
 - iv) Collecting stiff sand

2. Do you think using corporal punishment such as above cause fear and low confidence for one to continue with schooling?
 - a)Strong agree
 - b)Agree
 - c)Strong disagree
 - d)Disagree

3. Please put a tick(✓)against the following impacts of corporal punishments on students
 - a) Distort teacher-students relationships ()
 - b) Increase low morale in learning ()
 - c) Increase dropout and truancy ()
 - d) Results to poor academic performances ()

4. Do you think peer group counseling is better than using corporal punishment?
 - a)Very important
 - b)Important
 - c)unimportant
 - d)Not relevant at all

5. Do you find easy to tell a teacher who regularly punishes you about your family problems which you think are causes of your truancy?
 - a) Very easy
 - b) Easy
 - c)Not easy

6. Students like teachers who use participatory methods in teaching

- a) Strong agree
 - b) Agree
 - c) Strong disagree
 - d) Disagree
7. Reasons on why most of parents/guardians not attending parents meetings in secondary schools.
- a) Pay little attention
 - b) Have no information at all
 - c) Have many works at home
8. Please choose one behaviours of a good teacher
- i) Who is understandable
 - ii) Who listens students problems
 - iii) Who teaches well students
 - iv) Who is sociable

Thank you very much for your time

Appendix 2: Questionnaire for Discipline, Patrons/Matron, and Class Teachers in Schools

Dear respondents,

My name is LAURENT Paul a second year student at the Open University of Tanzania Mwanza Region, pursuing a Master degree in education Administration, Planning and Policy Studies (MED APPS). I am conducting a research on Effectiveness of using Corporal Punishment on Eradication of Truancy: A case of Community Secondary Schools in Magu district, Mwanza region. This questionnaire has been prepared to facilitate the study findings.

I request you to read carefully and answer them and give comments as you will be requested by a specific question. I truly saying that data collected will be useful for a research report to be presented at the Open University of Tanzania. And that your answer will be strictly confidential; no information about you or your institution will be released to any one since they are only for academic purposes and not other wise

School	Title	Date
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1. Methods used to eradicate truancy in secondary schools (please choose one from given below by putting a tick against the chosen option).

i) Using canes ()

ii) Collecting stiff sand ()

iii) Slashing schools compounds ()

- iv) Pulling out trees ()
2. What are the factors causing truancy in secondary schools which are not school related ones (please choose one from below by putting a tick against chosen option)
- i) Family poverty ()
- ii) Poor parents and community involvements ()
- iii) Pregnancies ()
3. Why do you think teachers like using canes rather other forms of punishment? (please choose one from below options by putting a tick against chosen option)
- i) Simple to administer ()
- ii) Best in correcting bad behaviour ()
- iii) Mostly are disliked by students ()
- iv) Cause no harm ()
4. How often head of school called up a parent meeting in your school?
- i) Once per year ()
- ii) Twice per year ()
- iii) Never seen ()
5. Please suggest what should be done to eradicate truancy in your school
- i) Encourage parents and community in involvements in schools' problems ()
- ii) Guidance and counselling ()
- iii) Use students centred methods ()

- iv) Introduce more extracurricular activities in schools ()

Thank you for your time and participation

Appendix 3: Interview Guide for Head of Schools, Academic Discipline and Class Teachers

Dear respondents

I am LAURENT Paul a second year student at the Open University of Tanzania Mwanza Region, pursuing a Master degree in education Administration, Planning and Policy Studies (MED APPS). I am conducting a research on Effectiveness of Using Corporal Punishment on Eradication Truancy: A case of Community Secondary Schools in Magu district, Mwanza region.

I kindly requesting your cooperation in responding for the interview so as to get information required in fulfilling this study.

1. Basing on your experience in teaching students, do you think truancy is still a problem in your school?
2. What ways do you use for eradicating truancy in your school?
3. Apart from those ways (above) what do you do if some students continue being truants in your school?
4. From those ways mentioned above which one seems to be effective than other and normally make students act accordingly as you want
5. Which one seems to be helpless in the whole process of maintaining students' attendances in classes and schools?

6. In your own view please comment on the truancy problem in this community taking reference from your school.
7. How often parents /guardians come to schools for checking progress of their children
8. What are extra activities do you have in your school apart from academic issues?
9. Do you think students like those extra activities much?
10. What are your suggestions on improving the situation of truancy in this community?
 - a) For schools
 - b) For teachers in general
 - c) For students
 - d) For parents or guardians
 - e) For community in general
 - f) Local leaders

Thanks very much for your time and participation

Appendix 4: Mwongozo wa Majadiliano kwa Wenyeviti wa Vijiji

1.1 Utangulizi

Naitwa LAURENT Paul, mwanafunzi wa mwaka wa pili katika chuo kikuu Huria cha Tanzania mkoa wa Mwanza, nasoma shahada ya uzamili katika elimu utawala,uongozi mipango na uchambuzi wa sera.

Nafanya utafiti kuhusu MATUMIZI YA ADHABU KALI KATIKA KUKOMESHA UTORO SHULENI, Shule za sekondari za kata wilaya ya Magu ,mkoa wa mwanza.

Naomba ushirikiano wako katika kujibu maswali kutoa na ufafnuzi Aidha taarifa zote zitakazo tolewa zitatumika katika taaluma,na si vinginevyo.

Nitashukuru sana kuniwezesha kufanikisha zoezi hili muhimu kwangu ,jamii,na watafiti.

Asante sana.

Maswali ya Kuchokoza Majadiliano

1. Kama mzazi /mlezi unaona kuna umuhimu wa kuwa na shule ya Sekondari katika kata yako?

Majibu

- a) Ndiyo (toa sababu)

- b) Hapana (toa sababu)

2. kama kiongozi /mzazi /mlezi unaelewa kuwa katika shule yenu kuna tatizo la utoro wa wanafunzi?

Majibu

- a) Ndiyo

- b) Hapana
- c) Sielewi wala sikuwahi kumouna mwanafunzi nyumbani wakati wa muda wa masomo shuleni.

3. Je unadhani wazazi /walezi wanachangia watoto wao kuwa watoro shuleni?

Majibu

- (a) Ndiyo (ni kwa jinsi gani wanachangia tatizo hilo la utoro shuleni)

- (b) Hapana (ni kwa jinsi gani hawachangii tatizo la utoro shuleni)

4. Wewe kama kiongozi ,ni mara ngapi mmejadili suala la elimu katika mikutano yenu ya hadhara

- a) mara nyingi
- b) mara chache
- c) mara chache sana
- d) hatukuwahi kujadili suala hilo kabisa

5. Katika yale ambayo mmekuwa mkijadili je suala la utoro na kuacha shule kwa wanafunzi mmewahi kuligusia?

- a) ndiyo
- b) hapana

6. Je unadhani kuna umuhimu wa wazazi/walezi kuhudhuria mikutano ya wazazi shuleni?

- a) ndiyo (toa sababu)

b) hapana (toa sababu)

7. Wewe kama mdau wa Elimu katika kijiji chako na kiongozi ungependa kuwashauri nini wazazi /walezi wenzako wenye tabia ya kuwafanya watoto wao wawe watoro shuleni

ASANTENI SANA

Appendix 5: Observational Guide Sheet

Dear respondents

I am LAURENT Paul a second year student at the Open University of Tanzania Mwanza Region, pursuing a Master degree in education Administration, Planning and Policy Studies (MED APPS). I am conducting a research on Effectiveness of Using Corporal Punishment on Eradication Truancy: A case of Community Secondary Schools in Magu district, Mwanza region. I kindly requesting your cooperation in responding for the interview so as to get information required in fulfilling this study.

Number	Responses	Seen	Not seen
1	Observing teachers canning truant students		
2	Observing truant students carrying buckets of stiff sands in schools as part of punishments		
3	Observing truant students doing punishments while others are in classroom studying		
4	Observing students' truancy records from school attendance notice board.		
5	Observing truant students slashing schools' grounds and pulling out trees		

Thanks very much