

**THE EFFECTS OF CORPORAL PUNISHMENT ON DISCIPLINE AMONG  
STUDENTS IN ARUSHA SECONDARY SCHOOLS**

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**A DISSERTATION SUBMITTED IN PARTIAL FULLFILMENT OF THE  
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**CERTIFICATION**

The Undersigned certifies that he has read and here by recommends for acceptance by The Open University of Tanzania a dissertation titled: The effects of Corporal Punishment on Discipline among Students in Arusha Secondary Schools, in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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I, Invocavity Josephine do hereby declare that, this dissertation is my own work and that it has not been been submitted for similar degree in any other University.

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.....

Date

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## **ABSTRACT**

Corporal and Non Corporal Punishments are used in schools as a major means of controlling students' discipline. Although the government has made clear policy Regulation Act Number 24 of 2002 that state how punishments should be administered to students as corporal punishments should not exceeding four strokes and should be administered by the head of school or any other teacher authorizes by the head of school in writing, and the punishment to be recorded in a book but teachers beat students without following the regulation. This study intended to find the effects of corporal punishment on discipline among students in Arusha Secondary schools. Clustered sampling technique was applied to identify the sample size for the study. Data collection was done in respect of the study specific objectives through data collection methods which include questionnaires and interviews. The study findings indicated that corporal punishment can be administered to students with care in its administration and management. The findings suggest that, teachers should provide non corporal punishment responses that can be productive to students after completing their studies. Students are advised to follow school rules in order to avoid the punishments. It has being recommended that teachers should get training on how they can manage students' disciplinary problems in schools. Schools should create conducive environment in schools by organizing activities such as football matches and occasional trips for students. This will help students to use their time wisely for betterment of their academic endeavors and physical growth. Disciplinary committees should be given powers and authority in schools, and their decision should be taken into consideration when used carefully as tool in controlling the discipline of the students.

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## **CHAPTER ONE**

### **1.0 BACKGROUND OF THE STUDY**

The improvement of quality of education in schools depends very much on the discipline of the students. Misbehaviour of the students has been an obstacle to the good and admirable standard of education almost in every school in Tanzania. This trend has made it difficult for teachers to provide quality education. When the teaching environment is violated, it therefore results into difficulty and does not allow learning activities to be carried out smoothly. This leads to low standard of education in schools.

This seems to be tit for tat that children who misbehave are automatically punished, a few of them tend to be notorious and attract more serious punishment which in the eye of law and many is corporal punishment. Children who have been the victims of violence as a result of corporal punishment are more likely to use the same violence in their own families in future. (Greydanus et al 1994:4) This can possibly endanger peace and harmony in the entire community.

Researchers have noted that student disciplinary problem is one of the major concerns of today's debate on the quality of education in various schools. It is as well one of the major challenges that teachers face in their places of work (Slee,1992) in Lloyd and Judith 1997, Dunlap ,2007:1 ) as quoted in (Yaghambe & Icarbord, 2013). It is perceived to be an obstacle towards effective teaching and learning environment in general.

Corporal punishment therefore, is the violation of the Convention on the Rights of the Child (CRC) which stipulates that state parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention (Article 28.2).

When a child is physically punished or verbally abused, the victim feels humiliated. According to the opinion given by Elizabeth Hurlock (1987, punishment must not humiliate and arouse resentment. It must be constructive so as to motivate students socially as far as good behaviour is concerned today and in future.

Due to indiscipline cases among students, the government of Tanzania established the Corporal Punishment Act in 1979 to counter disciplinary problems in schools under the Education Act of 1978. The regulation was revised in 2002, which reduced the number of strokes from 6 to 4 but it gives authority to the Heads of schools to punish by striking students with a light flexible stick on his hand or in a clothed buttocks and the records of that punishment be kept in a book for future reference (Corporal Punishment regulation 1979 & 2002). Other punishments included in the regulation are exclusion and total expulsion of students from School. (Yaghambe & Icarbord, 2013).

There are reasons that support corporal punishment and these are family based and on the other hand, those of school based factors. Starting with family based factors; Zayed (2007) proposed that Egyptian families use punishment as the only method of reforming children's behaviour and raising them up. Zayed added that 90% of his study sample confirmed exposure to punishment in schools and 42% confirmed

exposure to corporal punishment at home. On the other hand, percentage of violence from students does not exceed 30% (National Criminal Magazine, 2007) which means that punishment given to students is much more than violence produced by students.

In the part of the school based factors, previous studies state that 96% of children are beaten in schools (CRC, 2006) Since the school administration represents the main context in which corporal punishment exist, Salama (2000) finds that poor school administration and the tendency of being too lenient with some students or too strict with other students trigger violence among students and in turn raise the application of corporal punishment on them for the purpose of correcting their behaviour.

The consequence of corporal punishment according to the researchers it is that violence generates violence: statistics show that there is a positive relation between students' violent acts and teachers ones as a result of corporal punishments they receive (Nasr, 2004). In other words, the percentage of 58% of students that are severely punished in schools are those who reflect their highest violence rates than other students especially in public schools, (Nasr2004). Some violent acts that students exhibit to vent out their anger are damaging school properties that include; writing on walls, tearing school flags and beating their fellow students, (Nasr 2004).

Researchers are challenging the use of corporal punishments as a means of managing discipline of students in schools. It noted that parents, guardians and teachers who

use harsh and punitive approach to discipline their children may succeed in making the child conform to their targeted standard but resentment will be reflected by the child's behaviour sooner or later. A frequently punished child will be a problematic person tomorrow. That is the repercussion that may happen due to corporal punishment in schools or at home (Kaur, 2005).

### **1.1 Statement of the Problem**

This study intends to find out the effects of corporal punishment on discipline among students in Arusha secondary schools. The situation on the ground is that in Tanzania corporal punishment is still applied despite the fact that some countries have banned its practice, in this respect the government of Tanzania has taken some measures on this.

It has reduced a number of strokes to students and such punishment should be given under the head of school's permission. In the real sense, teachers do punish students more than the government directives thus they give them more strokes. Sometimes they do not ask permission from their heads of schools. The result of this is that some students stop going to school, others become truants and others die as it has been reported in some countries like Kenya, for example. (Human Rights Watch Kenya, 1999).

The prevailing situation has created a great need for this research to be carried out for the purpose of finding out the repercussion of corporal punishment on the standard of education in schools. Under this concern, possible measures and suggestions are given in this research to ease the prevailing situation.

### **1.1.1 Statement of the Research Problem**

Some of the students respond only to corporal punishment. Corporal Punishment is effective because it makes student think twice before committing the same offence and the use of corporal punishment can be deterrent to other students who might violate a rule in the absence of such punishment. The students are corporally punished mostly after engaging in indiscipline matters in schools such as romantic affairs, truancy, abusive languages, destruction of school properties, fighting and poor performance. Due to that the students should be given corporal punishment along with guidance and counseling.

If students who commit offences and are not punished, they think that it is alright to do things in a way they like without abiding by the set rules and regulations. However, they are punished severely; it could be a good thing if the punishments are reasonable. Being too harsh does not help them much, instead it creates a room for worse situation in schools. Students work under great fear out of which make the learning atmosphere difficult and almost impossible. This is a dangerous thing for it cripples the students academically.

It is much more advisable that counseling is better than corporal punishment in schools. Yet, sometimes, students who misbehave should be given punishments that are not corporal punishments instead that should not affect them mentally or psychologically.

### **1.2. General Objective**

To assess the effects of corporal punishment on disciplining students in Secondary

School in Arusha region.

### **1.2.1 Specific Objectives**

- i) To assess the teachers and students views on the efficacy of corporal punishment in reducing student indiscipline.
- ii) To assess the teachers and students preference on the corporal and non corporal punishment.
- iii) To assess gender differences in perceptions of the effect of corporal punishment on students discipline.

### **1.3 Statement of Hypothesis**

The overview of corporal punishments in schools lies on the repercussion of the application of the punishments towards the standard of education in schools; in Tanzania.

The rise and fall of the standard of education has been a common song in almost every academic discussion in schools and in the entire community.

The move towards this research intends to give out the findings of the research in connection with the severe punishments given to students in schools and the effects related in regard to the standard of education around in schools.

- i) There is no difference in perception between teachers and students towards corporal punishment.
- ii) There are no different preferences between teachers and students on corporal and non corporal punishment.

- iii) There is no gender difference in perception on the effects of corporal punishment on students' discipline.

#### **1.4 Significance of the Study**

The study on corporal punishments is of importance because it will enable the government to develop different national disciplinary policy based on students' behaviour. This is because the corporal punishment may have the negative impact to the students which may lead them to stop attending to the school for fear of the corporal punishments against them.

Corporal punishment is to be taken into account as an acute problem that is increasing globally. Indeed, it is widely used in schools despite the government's efforts by making regulations on how corporal punishment should be administered to students. The study also will be useful for other researchers as a way forward to conduct more researches by focusing on the area where this work does not cover.

Also, the study will enable teachers to be aware of proper means of punishing their students. The data collected will guide the teachers on the impact of corporal punishments to the students hence finding the other means of punishing them rather than corporal punishments.

This paper could be helpful to schools because they will understand the impact of corporal punishments to their students and also will be useful to future researchers who will work on the same or related topic(s).

### **1.5 Limitation of the study.**

During the research study, the following limitations were encountered by the researcher:

- i. Some of the schools, the respondents were very few compared to the targeted population whereby the school was suppose to have 48 students but to some of the school especially to those located in rural area have 26 students in the class.
- ii. Basing on the language used in research, translation of some instruments was done because it was feared that the respondents might not be able to comprehend what the question seeks due to language barrier, whereby questionnaires distributed to students were translated to Kiswahili while questionnaires distributed to teacher were remain in English Language.

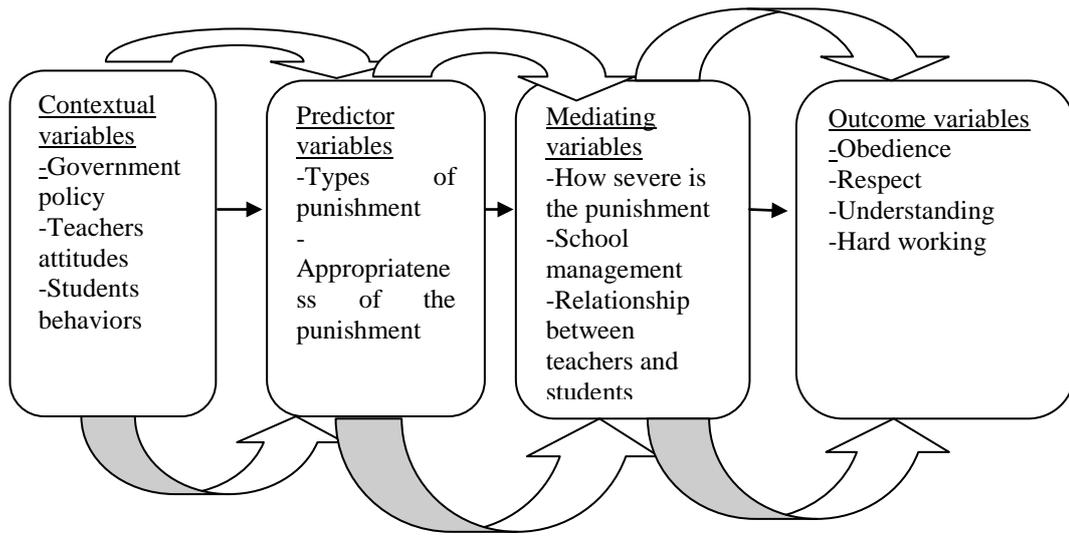
### **1.6 Delimitation of the Study**

The study covers the subject of effects of corporal punishment to the students in which six schools were assessed in Arusha Secondary Schools. Both students and teachers participated. In general purposes, the research findings, data and conclusion will be applicable to other areas in the country.

### **1.7 Conceptual framework for the Study**

The relationship among variables is as shown in Figure 1.1 below. There is an application of corporal punishment in schools due to students discipline problems in secondary schools. There is also a relationship among variables whereby there is a presence of government policy on administration of corporal punishment and caning

is used as the policy suggests 4 strokes. The outcome can be obedience, respect, understanding but this will depend on school management and relationship between teachers and students.



**Figure 1.1: Conceptual Framework**

Source: Adopted from Stufflebeam (1982)

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 The concept of Discipline**

The process of subordinating immediate wishes, desires, impulses and interests for the sake of more effective and dependable action (Shidler, 2001). It differs from punishment in the sense that punishment is accompanied with force, pain and frustration while discipline implies training and helping the child reach required outcomes, set boundaries for behaviour, and practice self-control (WHO, 2009).

Graziano (1990) stated that if we are legally prohibited from striking other adults, why it is okay to strike a child? Also the cultural spillover theory presented by Rohner (1991) proposed that the more a society uses force for socially legitimate ends discipline in raising and teaching of children is necessary if they become social, productive and responsible adults.

#### **2.2 Nature of School Punishment**

Punishment is a term used in operant conditioning to refer to any change that occurs after the behaviour that reduces the likelihood that behaviour will occur again in the future. Gershoff (2002) also said Punishment is focused on reducing or eliminating unwanted behaviour. Punishment always decreases the chances that a behaviour will occur again.

Cohen & Brook (1998) in reciprocal model, punishment is related to conduct problems in the child, which in turn is related to further ineffective parental

discipline. The reciprocal model is dynamic in nature and requires consideration of the likelihood that these effects may not be constant across the years from early childhood through late adolescence. And also developmental changes in the adolescence also generate changes in the parent – child relationship.

Parental monitoring continues to diminish during adolescence as children assume more responsibility for the regulation of their own behavior.(White, Pandina & LaGrange,1987). Therefore , one might assume that punishment has a greater negative effect on younger than on older adolescents.

Punishment achieves greater results when it is consistently applied. It can be difficult to administer a punishment every single time a certain behavior occurs.

The exhibition of problem behaviour in students is something that has become a major concern in recent years in schools across the country. However this pressing matter has been around for years and many teachers have struggled to find the best way to deal with such matters.

Traditionally schools have employed more punishment based practices such as removal from classrooms, suspensions, expulsion, fines and sometimes corporal punishments. Maag (2001) says that the use of such practices may help make schools safer by removing those children that exhibit the most severe problem behaviours. However, these measures do little to impart skills in children to learn the appropriate ways on how to behave.

### **2.2.1 Corporal Punishment**

It is defined as causing physical pain deliberately to change behaviour that could be in the form of hitting, punching, spanking, slapping, and pinching using objects such as sticks, belts, and paddles (NASN, 2010).

Scarre (2003) defines the word "corporal" to refer to any punishment applied on body including assault or any means that are meant to cause physical pain or humiliation. Corporal punishment is being used as means of disciplining action against children and students worldwide but as catalyst action of education, it needs to be planned meticulously and executed with great sensitivity (Pandey, 2001).

The legitimacy of corporal punishment is still a contentious issue to many societies including Egypt (SRC, 2006). From pedagogical perspective, Ritchie (1981) claimed that "corporal punishment is an assault on the dignity of individual and offensive act against the dignity of the teaching profession". Further, McGrath (1999) proposed that corporal punishment reflects a failure on the part of the teachers. Many believe that corporal punishment administered justly ('with love') is necessary and right. And this is not peculiar to some countries.

Corporal punishment is "physical punishment as distinguished from pecuniary punishment or a fine; any kind of punishment of inflicted on body" or "the infliction of pain by a teacher or other educational official upon the body of the student as a penalty for doing something which has been disapproved of by the punisher" (Maree, 1998:68).

Pandey (2001) views that corporal punishment is being used as means of disciplining action against children and students worldwide but as catalyst action of education, he suggests that it needs to be planned meticulously and executed with great sensitivity.

A study in Australian schools found that young male aboriginal learners considered punishment to be "acceptable if it was fair and if warning was given" (Gilbert & Gilbert, 1998:155). In short, many teachers do not agree that all beatings constitute corporal punishment and most do not believe that corporal punishment is undesirable (Deacon, Morrell & Prinsloo, 1999; Mkhize, 2000).

Maag (2001) also added that many educators often prefer punishment for various reasons including the fact that punishment is often easy to administer, can be used for all types of students and problem behaviors and has been widely used for centuries.

Umba (1979) as quoted by Omari (2006) also observed that 65% of 592 offences observed in five schools within one month were punished and only 35 were not.

The most common offenses were in order:

- Lateness to class and schools (160) 29%
- Neglecting duties (138) 23%
- Noise in class (106) 18%
- Absenteeism (66) 11%
- Abusive language (41) 7%
- Fighting others (27) 5%

- Lack of uniform(25)4%
- Dirtiness (13) 2%

### **2.2.2 Condition under which Punishment May Work**

Apparently, effective punishment are those which are perceived as proportional to the wrong doing or mistake, Given immediately after the mistake has been committed, Those which are followed by friendly explanation on why one is punished and how to avoid similar mistake in the future. Other conditions includes: those which are administered by the right models such as a good teacher, those administered without showing anger and revenge and also taking into account the circumstance under which the mistake was committed.

### **2.3 Types of Punishment in Skinnerian Terms**

Skinner sees that human behaviours are shaped by the process of instrumental conditioning or operant conditioning. Instrumental conditioning is another term for operant conditioning, a learning process that was first described by B. F. Skinner. In instrumental conditioning, reinforcement or punishment are used to either increase or decrease the probability that a behaviour will occur again in the future.

Operant conditioning is a method of learning that occurs through rewards and punishments for behaviour. Through operant conditioning, an association is made between a behaviour and a consequence for that behaviour. Skinner (1948) used the term *operant* to refer to any "active behaviour that operates upon the environment to generate consequences" In other words; Skinner's theory explained how we acquire

the range of learned behaviours we exhibit each and every day.

### **2.3.1 Components of Operant Conditioning**

Reinforcement is any event that strengthens or increases the behaviour as it follows.

There are two kinds of reinforcers:

- i) *Positive reinforcers* are favorable events or outcomes that are presented after the behavior. In Situation that reflects positive reinforcement, a response or behavior is strengthened by the addition of something, such as praise or a direct reward.
- ii) *Negative reinforcers* involve the removal of an unfavorable events or outcomes after the display of a behavior. In these situations, a response is strengthened by the removal of something considered unpleasant.
- iii) Punishment is the presentation of an adverse event or outcome that causes a decrease in the behavior it follows. Punishments are of two types, positive and negative punishments.
  - a. Positive Punishment: It is also known as punishment by application whereby it involves the presentation of an un favorable event or outcome in order to weaken the response it follows.
  - b. Negative Punishment: It is also referred to punishment by removal, it occurs when un favorable event or outcome is removed after a behavior occurs.

### **2.3.2 Skinner and the Technology of Teaching**

Skinner suggests that teachers should use:

-Positive reinforcement should be used wisely and well designed according to schedules of reinforcement such as continuous reinforcement, fixed ratio reinforcement, fixed interval reinforcement, variable ratio reinforcement and variable interval reinforcement.

-Structuring the subject into logical step so that each learning episode is meaningful and of interest to the child.

## **2.4 The cause of School Discipline Problems**

School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools. It aims to control the students' actions and behavior. The term discipline is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are such as harmful or going against school policies, educational norms or school traditions.

School discipline problems include tardiness (delay), vandalism, violence, bullying, disrespect, drop outs, drug abuse, gangs and sexting. According to the research conducted by Simatwa (2012) the respondents said that they are used wide range of disciplinary methods in managing student's discipline. These methods were also implied in school rules and regulation of all the school. In essence all school had adopted zero tolerance policies for all offences. By zero tolerance policies it meant school policies that mandate predetermined consequence(s) or punishment(s) for specific offences. Schools were using both legal and illegal disciplinary method to

control students. Twelve percents of the schools were still administering corporal punishments.

It has been noted that, the common misbehaviour among students which teachers face are work avoidance , talking out of turn , lack of punctuality, unnecessary noise, physical abuse of other students, rowdiness (Adeytel et al, 1991 in Lloyd and Judith, 1997).

Burke , 1995 has also argued that:

*“Behaviour problems arise inevitably in any classrooms; some classrooms however, have more than their share and some have far less. What causes the difference? Many factors may be considered. The nature of students may be different one class to another or different class “chemistry” may exist among classes. Yet it may also be that some teachers have the skill to prevent problems from building or to deescalate problems that have gotten a bit out of hand. These skills, of course are communication skills...and teachers tend toward command and orders, which often makes the situation worse (Howel and Howel 1979 in Burke, 1995).”*

Shibeshi (1996) noted that in many schools, one rarely see principals, unit leaders, guards etc without holding canes, sticks or whips in their hands. Whipping late comers at school gates by guards is a common sight. In classroom, teachers administer all sorts of physical punishment such as slapping, pinching, beating and throwing duster at the slightest provocation. However, need to be noted in this regards is the fact that corporal punishment, while ineffective as a corrective

mechanism, it would at the same time, constitute a gross violation of children's right. Shumba (2003) found that some teachers who use corporal punishment in school have the tendency of becoming emotional when dealing with pupils and up taking the law in their hands. According to Kaur (2005) parents guardians and teachers who use harsh and punitive practices to discipline their children may succeed in making the child conform to their standards but resentments will be reflected by the child's behavior sooner or later.

A frequently punished child will be a problematic person tomorrow because the child being sensitive reacts to the behavior and disciplinary practices of adults either at school or at home. Palito (2005) added that teachers assume that the purpose of punishment is to decrease the understanding behavior. Most of the learning theories show that punishment does not decrease the unwanted behaviors and indeed sometimes increase the unwanted ones over time.

It was established that some students are so humiliated by the experience of punishments hence they decide to run away from school (Holmes, 1997) "Children are sometimes physically abused and humiliated leading to the side effects such that they incur broken eardrums due to being boxed, large cuts, sprains, broken fingers, bruises and swelling, teeth's being knocked out, broken wrist and collar bones and sometimes they get internal injuries requiring surgery" (UNICEF, 2001 in Cicognani, 2004). An effect such as depression in adulthood and thoughts of suicide has been associated with corporal with corporal punishment at early stages of line (Straus, 1994, Straus, Kantor & Kaufman, 1994 in Cicognani 2004). Freire 1998 in

Yang , 2009 states that “ true discipline does not exist in the muteness of those who have been silenced but in stirring of those who have been challenged , in the doubt of those who have been prodded, and in the hopes of those who have been awakened”. Hughes (1985) noted that, experiences of behavioral disorders, delinquency, neurosis and sometimes attempts to kill one have all rooted from disrupted family life during childhood, but researchers argue that, those children who had experiences of mistreatment or abuse during their childhood life, they tend to be aggressive not only towards those who abused them, but also towards the social world ( Mabeyo, 2007). It has been noted that, punishment as a treatment for aggression only teaches children to copy the violent actions done by elders, because the aggressive punishers serves as a aggressive model (Franzoi, 2002).

Thomas and Peterson (1986) proceed to comment that frequently corporal punishment are inconsistently defined and measured and these vary from culture to culture, nation to nation and situation to situation. A practice of disciplining in which, something unpleasant is present or positive reinforces are removed following a behavior so that it happens less often in future.

All these harsh disciplinary measures adopted by authoritarian or totalitarian parents and teachers to discipline children lead to ant-social behavior contributes to effect in discipline. Thus, most psychologists favor reinforcement rather than punishment, they advise all those around child to notice good things done by students and acknowledge. It has been argued that, parents of delinquent children mostly lack this

capacity to use reinforcement for positive behavior. They will rather “scream or hit a child”( Myers2001).

The corporal punishment in the form of physical punishment enhance various deviant behavior of the students like lying, stealing, cheating, bullying, assaulting a sibling or peers, and lack of remorse for wrongdoing. This is particularly evidence when corporal or violent punishment is done in a regular basis (Lombordo and Polonko, 2005).

Corporal punishment affects the cognitive development of the children. Spanking the students buttocks or hands and doing other forms of punishment can of course hurt the children body. If this is done more than ones or twice a week, the child’s growth physical, emotionally and intellectually may be slowed down (Lombordo and Polonko, 2005).

Majan ( 2014) , argue that ,students who are corporally punishment are very aggressive to their fellow students, also corporal punishment leads to the effect in the brain by decreasing some of the cells, hate their teachers and parents, committing suicide and engage themselves in the use of drug abuse.

Other scholars who studies behavior of children argue that, every child’s behavior and his dreams are motivated by ideas. His dreams and acts need to be strengthened by a conviction of his personal dignity and worth (Fredericksen & Mulligan, 1972). The Childs ideas needs to be given support to fulfill his dreams , to be able to

believe in wholesomeness of human being and his worth, he needs to believe that he has a part in the world where peace and tranquility prevails. Researchers argue that often times teachers apply punishment when it is too late ( Nerboving & Herbert, 1956 ) , and often times punishments are misused in schools , making students to dislike schools and learning activities. The verbal abuse and insults are ineffective too because they tend to minimize misbehavior in the presence of the strong authority figure ( Nerboving & Herbert , 1956) and it has been noted that in schools where much emphasis is put in punishment than in rewards the negative effects are greater as opposed to schools that provide rewards ( Dukes & Candy, 1991 in Yahaya et al , 2009) and that schools that are positive about positive behaviors are in a position to promote positive relationships between students and teachers.

McIntire(1996) noted that Punishment encourage children to habits such as nail biting, hair twirling, and “ safer obsession” like TV and Video games. These safer habits come because they want to avoid their punisher , so when not encouraged and rewarded these habit will increase and that punisher does not provide enough information , it only tells of the child ought not to do but not what the child ought to do.

Morrel (2000) found that use of corporal punishment influences attendance of school children. Students remain absent from school and this situation of longer absenteeism leads to withdrawal from schools. According to Vally (1998) the effects of physical punishment of students develop more severe psychiatric and traumatic conditions in children. Students in such an environment consider schools to be an unsafe place and

thus they avoid coming to schools. This type of attitude of students is the direct result of harsh corporal punishment and unsupportive learning environment where physical punishment is the norm.

Peretomode (1992) supported the view by outlining the argument against the corporal punishment by saying:

- It is cruel and inhuman
- Unreasonable corporal punishment is too difficult to prove in court.
- Corporal punishment holds considerable potential for child abuse.

Teachers and parents impose violent or corporal punishment are not serving a good examples for children instead they are serving as model for aggressive behaviour and for inappropriate ways of dealing with conflict (Lombordo *at el*, 2005).The higher the frequency that a child is hit, the more he/she will likely to hit his or her own children, spouse or friends (Julian and Mckenry, 1993).

Corporal punishment increases the risk of child abuse; Teachers and parents who will not be prevented to do any form of corporal punishment will have the tendency to enjoy punishing the children even if it is not necessary. This is the very reason why there are report of child abuse committed in the home or school premises (Lombordo and Polonko, 2005).

Children whom corporal punishment administered are often left with physical evidence of the abuse. According to UNICEF's Asian Report, 2001 children's

eardrums have burst as a result of being boxed. Major injuries such as bruising and swelling are common; more severe injuries such as large cuts, sprains broken finger as well as teeth being knocked out, broken wrist and collar bones and internal injuries requiring surgery to occur. Even the death of children as a consequence of corporal punishment has been reported in countries such as Kenya (Human Right Watch Kenya, 1999).

Children who experience psychological abuse of corporal punishment or other forms of abuse may suffer from sleep disturbances, including the reappearance of bedwetting, nightmares, sleepwalking and fear of falling asleep in a darkened room. Furthermore somatic symptoms such as stomach-aches headaches, fatigue and bowel disturbances accompanied by a refusal to go to school can also occur (Hyman, 1990). Psychologists argue that, children who are frequently spanked lack trusting and affectionate relationships (The Harvard mental health letter in Cicognani, 2004) and are equally at high risk of assaulting their spouses later in life (Straus and Yodanis 1996 in Cicognani, 2004). I

It has been noted that, “Children who are physically punished are likely to bully their peers, can develop into adults with no empathy and can harm others with no conviction” (Bitensky in Human rights watch, 1999, in Cicognani, 2004). Thus, to help create a positive attitude, teachers are advised to make students feel that they are held up positively and be given equal acceptance and value. They have to know that their efforts to study are recognized and judged with no bias (Petty, 2004) and that teachers should be fair and not teachers’ pet or pet hates.

Students who are physically punished develop negative attitudes towards learning. Even such students when develop into adult possess no empathy for others. Research has shown that children who are beaten up by their teachers learn aggression (Boser, 2001; Friedman & Schonberg, 1996). They develop low self concept and see aggression as a means to solve problems of life. Studies further indicated that corporal punishment intimidates children. They develop low self-esteem and show dejection and hesitation to participate in learning activities (Flynn, 1994; Brezina, 1999; Straus, 2003).

This type of behavior has wider implications as it leads to bigger violence later stages of life (Patel, 2003). The use of corporal punishment inculcates a strong belief in the impressionable minds of students that force is justified to control unwanted or undesirable behaviors. Ultimately, this promotes the attitudes of children that use of force or aggression is an acceptable act in the society (Straus, 1991; Baumrind, 1996; Roos, 2003).

However, Mulugo (2013) the deputy minister of education in Tanzania had once said that” he understands that canes in schools will attract a lot of criticisms especially from human rights activists but he insisted that the absence of corporal punishment is the collapse of discipline in the schools”

### **2.5 Linkage between Punishment and School Discipline**

Behaviour is not something that can change immediately. It needs sometimes for an individual to adjust himself or herself into the desire behaviour, in that case for

students to develop a desired behaviour a number of techniques or method needs to be applied including guiding a student, counseling, given some directives and sometimes where necessary punishment can be applied. In appropriate behaviours, it is often believed to cease immediately after the applied punishment. However, the cessation is often only temporary.

Atkins(2002) also asserted that students who show the highest frequency of behavioral problems not only maintain their problems throughout the entire time they are in school, but are also those who receive the most discipline and have academic and behavioral deficits.

It has also been observed that the most severely disciplined children often have grades that are well below average and are the most likely to be involved in gangs.

This confirms that the idea that punishment alone is not effective in ameliorating the most severe offenses and does little to re-educate those who most frequently display problem behaviors.

Although punishment has had some success in temporarily removing problem behaviors they have more often been to cause more harm than good because punishing practices may actually increase severity of the very problem behavior that they are trying to reduce.

Therefore, punishment does not guarantee that a child knows the appropriate behavior to display in the particular situation. It has been realized that in order to

most effectively deal with problem behavior, children need to be taught how to act and the appropriate way to act, rather than simply confirming and pointing out that they are behaving badly and punishing them for doing so.

## **2.6 Synthesis and Knowledge Gap**

The researcher is interested in understanding the effects of corporal punishment on discipline among students. While literature, theories ( Skinner and technology of teaching ) and model (reciprocal model) talks in general about the effect of corporal punishment on discipline students which includes truancy, injuries, students develop low self esteem ,aggressive, and students consider schools to be unsafe place and they avoid coming to school.

In another side corporal punishment influences attendance of school children, absence of corporal punishment leads to collapse of discipline in the school s.

According to skinner, positive reinforcement should be used wisely and well designed according to schedules of reinforcement and reciprocal model view developmental changes in adolescence also generates changes in the parent –child relationship. Therefore this study aim at finding out the effects of corporal punishment on discipline among students in Arusha region.

## **CHAPTER THREE**

### **3.0 METHODS OF INVESTIGATION**

#### **3.1 Research Paradigm and Design**

Since the study is concerned with the effect of corporal punishment to discipline students, the survey approach was used. The researcher has used this approach to develop detailed and intensive knowledge in the area of the corporal punishment and the discipline of the students. This method answers the question of how corporal punishment helps in disciplining students.

#### **3.2 Description of the Study Area**

The research was conducted in selected secondary schools found in Arusha region. Arusha region is comprised of Arusha city, Arumeru District, Karatu District, Ngorongoro District and Loliondo District. Selected District were Arusha City, Arumeru District and Ngorongoro District.

#### **3.3 Population of the Study**

This study involves heads of schools, discipline masters or mistresses, teachers and form two classes whereby one stream was selected having the number of 48 students in each school, and 20 teachers from each school and 1 Headmaster from each school and 1 discipline teacher from every school. This population was obtained from Urban, peri-urban and inner city schools in Arusha.

#### **3.4 Sampling Techniques and Sample Size**

Clustered sampling was used to obtain data from students so as to get true data. Since

the schools located in town are many and occupied large population, so the researcher used only two schools from town, two from peri-urban and two from rural areas because all occupied many schools and population is high in that case clustered sampling was suitable and the researcher use Form Two student in only one stream for the study.

The researcher used convenient sampling in getting school teachers, headmasters and discipline teachers for the study; this is because they were knowledgeable, virtual of their position and practitioners of the established corporal punishment regulation 1979 as amended in 2002. Where it gives authority to heads of schools to punish student with light flexible stick on their hands or in a clothed buttocks and document the punishment in a book for future records.

### **3.5 Sample size**

The sample of this study involves two schools from inner city, two schools from peri urban and two schools from rural whereby teachers, headmasters, discipline teachers and Form Two students were involved. 48 students were selected from each school, which made the total number of 288 students, the minimum number of 20 teachers from each school was selected, which made the number of 120 teachers, 1 head of school, and 1 discipline teacher was selected from each school which made number of 12 for both head of schools and discipline teachers. The researcher was not able to get all population whereby 103 teachers were obtained and 251 students were obtained. This is due to the fact that some schools did not have required number of teachers and students.

### **3.6 Techniques of Data Collection**

The following are techniques or methods used in the data collection.

#### **3.6.1 Interview**

In this study, interview was conducted to head of schools and discipline teachers. This is because they are more detailed and knowledgeable concerning the policy and regulation and yet they are the ones who give directives on matters pertaining to discipline. The researcher prepared an interview guide which comprised of open ended questions. See Appendix I.

#### **3.6.2 Questionnaire for Teachers and Students**

Questionnaires were distributed to both teachers and students whereby the types of questions were closed ended and same questions were provided to both teachers and students. The language has been changed for student questions though the questions are the same. (See Appendix II).

### **3.7 Data Analysis Technique**

Both qualitative and quantitative techniques were applied in data analysis. In analyzing data quantitatively computer package such as Statistical Package for Social Science ( SPSS) , tables and simple percentages have been used. On the other hand, qualitative techniques have been used in analyzing data in narrative form.

### **3.8 Issues of Validity and Reliability**

In order to establish validity the questionnaires were given to teachers and students

and interview were given to heads of schools and discipline teachers to assess the relevance of the hypothesis with the objective of the study.

In order to maintain the reliability, Teachers and Students were given the same question to compare their results. The validity and reliability of the instruments for collecting data were examined by my research supervisor for comments, correction and advice.

### **3.9 Research Ethics**

All ethical issues for conducting educational research were considered. The researcher ensured the anonymity of the respondents by ensuring all respondents were not known by their names. The researcher informed respondents the real intension of the study, anonymity was observed and sought consent of the respondents before administering the questionnaires and interviews.

The researcher ensures not to abuse the respondents in any way and adhered to all procedures of research ethics. The researcher observed all regulation guiding the conduct of research in the country including having the letter for collecting data from Supervisor and clearance form from the Open University of Tanzania as per Government Circular of 1980 which was issued by the Ministry of Planning and Economic affairs.

Before commencing the research, the researcher presented the letter of permission of collecting data which was used to secure the permission from Regional Educational Officer to allow teachers and students to respond to my questionnaires and

interviews. Confidentiality was protected by interviewing and giving questionnaires to the participants within the offices and classrooms.

## **CHAPTER FOUR**

### **4.0 ANALYSIS OF THE FINDINGS**

#### **4.1 Introduction to the Chapter**

These data have been collected by using questionnaires and interviews as suitable ways of getting information from particular respondents. This chapter involves presentation of the findings on the teachers and students views on the efficacy of corporal punishment, the teachers and students preference on the corporal and non corporal punishment and gender differences in perceptions of the effect of corporal punishment on students' discipline.

Therefore the intension of this research was to find out the effect of corporal punishment on discipline among students in Arusha Secondary Schools.

#### **4.2 Demographic Background of the Respondents**

In this study respondents included are heads of schools, discipline teachers, teachers and students. Among heads of schools, males were 04 and females were 02. This shows males were given the position of heads of schools than females. Also, the researcher finds that discipline teachers were six, whereby males were 03 and females were 03. This shows there is equal opportunity of holding the position for both males and female in discipline committee. Teachers participated in this study, among them males were 45, and females were 58. This shows female teachers are highly employed compared to male teachers, and this is due to the increase of various campaigns on the importance of educating women in the society, for it is true to say

that when educating women, you are equally educate the whole society. Table 4.1 below shows the characteristics of respondents in this study including their sex, educational level and working experiences.

**Table 4.1: Characteristics of the Respondents Including their Sex, Educational Level and Working Experiences**

Category of respondents	Sex		Education Level			Working Experience				
	F	M	Diploma	Degree	Masters	Less than 5 years	5-10 years	10-15years	15-20years	More than 20 years
Heads of schools	2	4	2	3	1	0	1	1	2	2
Discipline teachers	3	3	0	5	1	0	4	2	0	0
Normal teachers	58	45	57	42	4	47	24	17	7	8
Totals	63	52	59	50	6	47	29	30	9	10

Source: Field Data, 2014

Furthermore, the qualification of the head of schools, there is no head of school that is having certificate level, but there were 02 heads of schools who were diploma holders. Also, heads of schools that were degree holders were 03 .The reasons being that, is that the universities which provide higher education have increased from the former one University of Dar-es –salaam in Tanzania to many today. In this case, heads of schools join various universities to upgrade their levels of education and in this study there is 01 head of school who is having Master degree.

In this study, the researcher did not find discipline teachers with certificate and diploma, this shows that this position of discipline teachers was given to those, whose there level of education was very high whereby this study has found that there

are 05 discipline teachers who are degree holders and increase of this graduate is due to mash rooming of various universities. And also this study has found that there is only one discipline teacher who is Master degree holder.

In the side of the normal teachers, this study did not find teachers with certificate level, but there are teachers who are Diploma holders who were 57, those with degree level of education were 42 and those with Master degree were 04 .

In this study, heads of schools who, participated were those who worked from five to more than 20 years. The results are as in table above. The number of years served were grouped in five phases, as indicated above. There is no head of school who worked less than 5 years, then there is one head of school who worked between 10 – 15 years, those worked between 15 – 20 years where 02 and those worked more than 20 years where 02 in this study it shows heads of schools were given this position while they have enough experience.

In this study, the researcher did not find the discipline teacher who has worked less than five years, rather there were 04 teachers who have worked 5- 10 years. This shows that they were given this position according to the experience they have at the work, also there were 02 teachers who work between 10- 15 years. Then there were no discipline teachers whose age range from 15 – 20 and who have worked more than 20 years.

In the side of working experience, teachers that worked less than 05 years were 47, those worked from 05 – 10 years were 24 , those worked from 10- 15 where 17,

those range from 15 – 20 are 7 and those who have worked more than 20 years were 8 . In this study it shows there are more teachers who have less than five years of experience, this is due to the expand of both private and government colleges.

### 4.3 Teachers and Students Views on the Efficacy of Corporal Punishment

My first objective was to find out views of teachers and students on the efficacy of corporal punishment in reducing indiscipline, the researcher asked students and teachers and held interview with heads of schools and discipline teachers of the respective schools. The results were as follows in Table 4.2.

**Table 4.3: Teachers and students Views on the Efficacy of Corporal Punishment**

Corporal Punishment Should be Abolished or Not	Teachers		Students	
	Frequency	Percent	Frequency	Percent
It should be totally abolished	05	5	50	19.9
It should be maintained	36	35	34	13.5
Be carefully administered and managed	62	60	167	66.5
Total	103	100	251	100

Source: Field Data, 2014

**Table 4.2: Respondents Views on Whether to Abolish or Retain Punishment in Schools**

When teachers were asked if it is better to continue using corporal punishment in school, 62 teachers which is equivalent to 60 percent, said it is better to continue using corporal punishment in school but it should be carefully administered and managed, 36 teachers which is equivalent to 35 percent, they said it should be maintained and 5 teachers which is equivalent to 5percent, said it should be totally

abolished. And when students were asked to state if it is better to continue using corporal punishment in school, 167 students which is equivalent to 66.5percent said it is better to continue using corporal punishment but should be carefully administered and managed, 50 students which is equivalent to 19.9 percent, said it should be totally abolished and 34 students which is equivalent to 13.5percent said it should be maintained. The researcher further wanted to know the types of punishment mostly administered in schools and results were Corporal Punishment and Non corporal Punishment as indicated in the table 4.3

**Table 4.4: Types of Corporal Punishments Mostly Applied in Schools**

Types of corporal Punishment applied	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Spanking	9	8.7	11	4.4
Caning	56	54.4	150	59.4
Slapping	5	4.9	20	8.0
Kneeling	15	14.6	5	2.0
Paddling	1	1.0	13	5.2
Frog matching	5	4.9	37	14.7
Hard labor	12	11.7	15	6.0
Total	103	100	251	100

Source: Field Data, 2014

From the table above shows kinds of punishment which are mostly applied in school whereby teachers said the major punishment applied in the school are caning, kneeling and hard labor and minor punishments are spanking, frog matching, slapping and paddling while students said the major punishments which are mostly applied are caning and frog matching while minor punishment are slapping, hard labor ,paddling ,spanking, and kneeling, in this study it is shown that caning is mostly applied in schools .

**Table 4.4: Types of Non Corporal Punishment Mostly Applied in Schools**

Types of non corporal punishment administered	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Stay outside of the classroom during lesson	3	2.9	45	17.9
Mopping of the classes	11	10.7	29	11.6
Picking rubbish around the school campus	20	19.4	21	8.4
Watering garden	6	5.8	16	6.4
Be given additional work	35	34.0	27	10.8
All of the above are used	28	27.2	113	47
Total	103	100	251	100

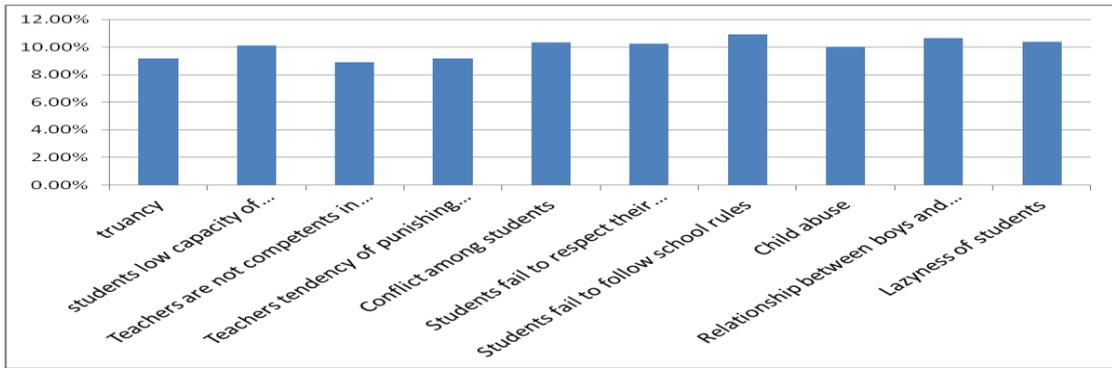
Source: Field Data, 2014

The table above shows the non corporal punishment mostly applied in school which are mopping of the classes 11 teachers said which is equivalent to 10.7percent , Picking rubbish around the school campus whereby 20 teachers said which is equivalent to 19.4percent and being given additional work 35 teachers said which is equivalent to 34percent whereby 47 percent of the students said all punishments are mostly applied such as stay outside of the classroom during lesson, mopping of the classes, picking rubbish around the school campus, watering garden and being given additional work.

However, when the head of schools asked to state what other methods can be used to discipline student apart from corporal punishments they said they normally give them physical exercise such as running to rotate their classroom, to carry stones, to kneel down , suspension for seven days, fourteen days or a month depends on the mistake they did. Others when they were interviewed, they said they give them punishment such as frog matching, cutting of fire wood, and push up.

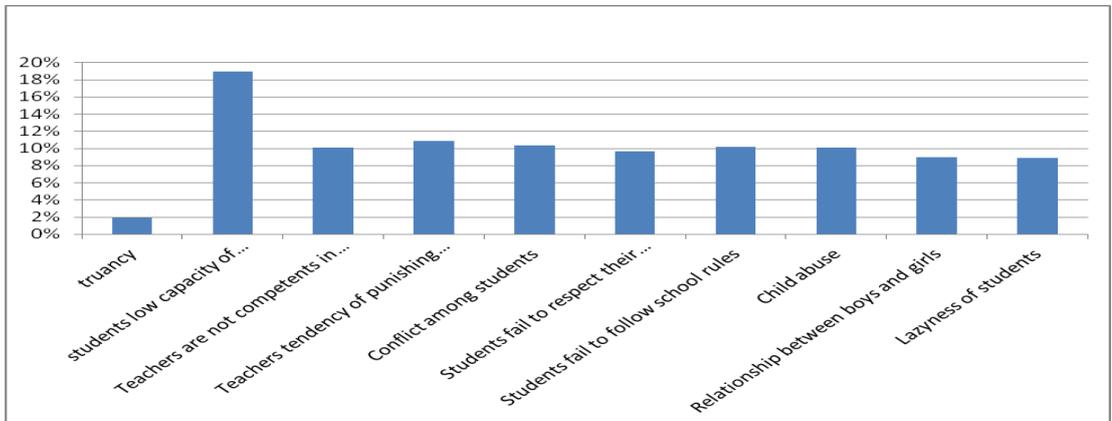
Other heads of schools when they were interviewed said that they use guidance and counseling to students through teachers who are concerned and to cooperate with the parents. Other punishment used apart from corporal punishment includes mopping the classes and corridors around classes, to pick all pieces of paper around the school, to dig hole and watering garden.

On top of that, the researcher wanted to know the reasons for students to be punished in schools and the results were shown in the figures below:



**Figure 4.1 Teachers Views on the Reasons for Students to be Punished**

Source: Field Data, 2014



**Figure 4.2 Students Views on the Reasons for them to be Punished in Schools**

Source: Field Data, 2014

From figure 4.1 and figure 4.2 above point out the reasons of the students being punished in schools. The respondent ranked them according to the order of importance whereby truancy, student low capacity of understanding, teachers are not competent in a subject matter, teachers tendency of punishing students, conflict among students, students fail to respect their teachers, child abuse, relationship between boys and girls and laziness of the student. In figure 4.1 teachers responded that all the above mentioned reasons contributed on the students being punished in the school. On the side of the student the most factor which contributed for their punishment is the student's low capacity of understanding.

#### **4.3.1 Establishment of Corporal Punishment Regulation and Its Impact on Students Discipline**

As a way of reducing strokes to students, as a means of disciplining them, the government decided to establish Corporal Punishment Regulation Act of 1979 as amended in 2002: the researcher wanted to find out to what extent has the regulation been effective? The following were the findings:

When heads of school were interviewed if the Corporal Punishment Regulation of 1979 as amended in 2002 helped in shaping of the behaviour of students they said it did not help because teachers, students and parents are not aware with the policy hence it is difficult to put in practice, because it happened the a teacher punished student till the finger was broken. The student reported the case to the parent and parent reported it to police, the police called the teacher and asked him to talk to the parent, the parent agreed, and the parent asked the teacher to pay all the cost he

used in police matters and to send student to the hospital, the teacher agreed and spent 200,000/= shillings, afterwards the parent decided to transfer her child to another school after realizing that situation is not conducive for her child.

They further said, implementation of this regulation is difficult because it gives authority only to the heads of school to give permission for teachers to punish and that punishment should be recorded, so this regulation become difficult because if the student misbehave and when the head of school is not around it consumes time to be punished on time and make student to feel superior after making mistake without being punished on time.

However they said, this regulation allows students to be suspended when they refuse to be stroked, but there are students who refuse to be punished but the question is; Do the school manage to suspend student every day? They further said, they face challenges from parents whereby they do not want their children to be punished. Other heads of schools said this policy does not work because students when misbehave they are being punished from home hence no changes, even at school students consider strokes as a normal thing. That is why they go to school wearing more than one clothes.

Heads of schools also said, much as punishments had time-consuming effects on students, students at times are not given punishments for the right cause. Head of schools believed that punishments that followed any wrongdoing were painful experiences that tended to weaken the existing connection between the stimulus and

the response. Regarding to the head of school when they were interviewed, they also said corporal punishment would help to reduce on the chances of punished students from repeating such behaviors.

The researcher further wanted to know if heads of schools experience policy cases due to corporal punishment, when head of schools where interviewed other said they experience it, whereby a teacher punish the student till the finger was broken and the parent report it to the police. Another head of school said it happened when a student was punished and reported it to the Regional Educational Officer and regional education officer send a memorandum to head of school that the corporal punishment regulation should be followed.

#### **4.4 Teachers and Students Preference on the Corporal or Non Corporal Punishment**

My second objective, intends also to find teachers and students preference on the corporal and non corporal punishment and the result obtained were as follows:

**Table 4.5 Teachers Views on the Effectiveness of Non Corporal Punishments Over Corporal Punishment**

Yes responses	Frequency	Percent
For boys	17	16.5
For girls	50	48.5
For all	36	35.0
Total	103	100

Source: Field Data, 2014

When teachers were asked to state whether corporal punishment works more effectively than non corporal punishments 17 teachers which is equivalent to 16.5 percent said non corporal punishment works more effectively for boys, 50 teachers which is equivalent to 48.5 percent said it works more for girls and 36 teachers which is equivalent to 35 percent said it is to be used for all boys and girls. The researcher further wanted to know views of the student on whether non corporal punishment work more effectively than corporal punishment

**Table 4.6 Students Views on the Effectiveness of Non Corporal Punishment Over Corporal Punishments**

Response	Frequency	Percent
Yes works better	74	29.5
Does not	88	35.1
Sometimes works better	89	35.5
Total	251	100

Source: Field Data, 2014

Data indicated that 74 students which is equivalent 29.5 percent accept non corporal punishment works more better than corporal punishment, 88 student said does not, which is equivalent to 35.1percent and 89 student which is equivalent to 35.5 percent said sometimes non corporal punishment works better than corporal punishment.

The researcher went further to know whether non corporal punishment such a warning help to restore students discipline, the result is shown in the table below:

**Table 4.7 Teachers Response on Whether Warning Help to Restore Students’****Discipline**

Response	Frequency	Percent
Yes help	52	50.5
Does not	8	7.8
Sometimes help	43	41.7
Total	103	100

Source: Field Data, 2014

When teachers were asked to state if non corporal punishment such as warning help to restore students discipline 52 teachers which is equivalent to 50.5 percent said Yes, 43 student which is equivalent to 41.7percent said Sometimes and 8 student which is equivalent to 7.8percent said No. In this case teachers accept warning may help to restore students’ discipline.

When students were asked to state whether non corporal punishment affect student’s discipline, the results were as shown below:

**Table 4.8 Students’ Views on Effects of Non Corporal Punishment on Students’****Discipline**

Students response	Frequency	Percent
Yes, helps	109	43.4
No, doesn’t work	45	17.9
Sometimes works	80	31.9
Leads to despising teachers	9	3.6
Leads to drop outs	8	3.2
Total	251	100

Source: Field Data, 2014

When students were asked if non corporal punishment affect students discipline 109 students which is equivalent to 43.4 percent said Yes, 45 students which is equivalent

to 17.9 percent said No and 80 students which is equivalent to 31.9 percent, said sometimes, 9 students which is equivalent to 3.6 percent said it disperses teachers and 8 students which is equivalent to 3.2percent said it may lead to drop outs.

When discipline teachers where interviewed on whether corporal and non corporal punishments is effective in shaping students behavior there are others said non corporal punishment it takes time to be administered, where you can tell the student to sweep the floor instead of sweeping, he or she may stand up instead of sweeping, they further said corporal punishment helps because students feel pain and they will not repeat the mistake. Also they said corporal and non corporal punishment both should be administered with regard of behavior of the students because there other students whom you can stroke them but they will not change.

When the head of schools were asked to give their opinions if corporal punishments is effective in shaping students behaviour they said for the African Children this punishment helps and it is the punishment that they have experienced since they were kid, and this punishment make them to be obedient and in schools if students are not punished they make teaching and learning activities to become difficult. On the other side they said for private schools they can manage to control student discipline without strokes them because private schools are very strictly with the laws they set and they use to educate them each and everything and its consequences. Also the influence of parents and politician lead this punishment to become difficult when the students are being punished they use to report to the politician and also parent may be against teachers when they punish their children.

Other head of schools said this punishment help but it depends to the nature of the students, because others can change but others are very cruelly so this punishment cannot be helpful to them. Then most of the teachers use this punishment because this punishment is easy to administer. Others said it helps when the students are being punished in front of others in the parade ground because they will feel ashamed and they will not repeat the mistake again.

Furthermore when the heads of schools were interviewed on whether non corporal punishments are effective in shaping student behavior they said it help but it depend to the nature of the students and type of non corporal punishment provided because there are students who enjoy to stay outside their classroom for long time without entering to the class and they also said it depends from family background were their parent raise them up.

Other head of school claim there are those who change with corporal punishment and others change by giving them hard work such as cutting of fire wood, also when a student provided with punishment of one week whereby every day he /she is doing the whole week at school, it may help them not to repeat the mistake if it will be well administered and well supervised, fail to supervise students may repeat the mistake and ignore their teachers.

#### **4.5 Gender Difference In Perceptions of the Effects of Corporal Punishment On Students' Discipline**

My third objective aimed at assessing the gender differences in perception on the effect of corporal punishment on discipline students. From the data collected from

the teachers and student on how corporal punishments affect boys and girls discipline, the table below shows their responses

**Table 4.9: How corporal Punishment Affects Boys and Girls Discipline**

Responses	Teachers		Students	
	Frequency	Percent	Frequency	Percent
It humiliate girl students especially when it administered by a male teacher	4	3.9	33	13.1
It humiliate boy students especially when it administered by a female teacher	1	1	10	4
In any how is administered, it humiliate both boys and girls , therefore it creates enmity between a teacher and students	28	27.2	86	34.3
It makes the student both boys and girls to have fear and hence creates discipline of fear	70	68	122	48.6
Total	103	100	251	100

Source: Field Data, 2014

From the data collected from the teachers and student on how corporal punishment affect both boys and girls discipline 16. 68percent of the teachers and 48.6percent of a student said ‘it makes students both boys and girls to fear and hence to have a discipline of fear’. Also 27.2percent of the teachers and 34.3percent of the students said in any how is administered, it humiliates both boys and girls, and therefore it creates enmity between teachers and students. 3.9percent of the teachers and 13.1percent of the students said it humiliate a girls students especially when administered by a male teacher while 1percent of the teachers and 4percent of the students said it humiliate a boys student when administered by the female teacher.

However the researcher wanted to know non corporal punishment work more

effectively than corporal punishment for boys or girls, or for all boys and girls. The result obtained is shown in the table below:

**Table 4.10 Non Corporal Punishments Work More Effectively than Corporal Punishment**

Teachers responses	Frequency	Percent
For boys	17	16.5
For girls	50	48.5
For all	36	35
Total	103	100

Source: Field Data, 2014

When teachers and students asked to state whether corporal punishment work more effectively than corporal punishment 17 teachers which is equivalent to 16.5percent, said it work more effectively for boys, 50 teachers which is equivalent to 48.5 percent said it work more for girls and 36 teachers which is equivalent to 35percent said it is to be used for all boys and girls.

However when the discipline teachers were interviewed, on the challenges they face on discipline students, they said teachers are being stoned by students once they chase those students who are pregnancy and students stone them for the reason that if they chase them do they want to bare the child? And whom will they teach if they do not want them to bare child.

Further more discipline teacher said, there is no social distance between teachers and students whereby there are teachers who use to engage in sexual affairs with their

students, especially part time teachers and other parents support them by saying that a teacher is a great person and sometimes those teachers tell them secret issues and sometimes this leads students to quarrel with teachers especially when they realize those teachers who use to talk about their mistakes in staff meeting.

Then failure of the parents to pay school fees on time leads students to use opportunity of being chased to collect school fees to practice evil things such as sexual intercourse, also the large number of students in the school is another challenge whereby you can find the school of 12,000 students for the ratio of 21 teachers, in this case it becomes difficult for the teacher to control discipline in schools.

Also toilets are not enough whereby you can find there are only 14 portions that is 7 portions for boys and 7 portions for girls, during break hours it is not enough to accommodate all students and this leads others to go outside the school compound for short calls and other did not go back to school. And also long distance from home to school is another challenge whereby students fail to report to school on time and others when they come late they end up rooming in the street till the time of going back home.

Another challenge is the absence of food in schools whereby it leads students to become thief. Also other teachers see it is the responsibility of the discipline master or mistress to control discipline and provide punishment that is why you may find some teachers direct students to discipline teachers when they do mistake and this

causes conflict between discipline teachers and students , and this leads discipline teachers to be regarded as lion, once they punish them.

Then students are not serious with the school rules, thus why when you inspect them you can find them with sharp things such as knives, screw drivers and they use them to fight with their teachers and other students when they are given punishment. And also when they are punished, they do not come back at school again and this is due to the poor background from their families were they come from.

Other discipline teacher when they interviewed said the situation of giving the school board the power of chasing students who miss behave , it takes long process until they be called and sit to discuss matters pertaining to students and also there are students who use to bare child even school administration is not aware of it.

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF THE RESULTS**

#### **5.1. Introduction to the Chapter**

This chapter is basically a discussion of the major findings of the study in chapter four, whereby discussion will base on the objectives, hypothesis and the researchers' views.

#### **5.2 Teachers and Students Views on the Efficacy of Corporal Punishment**

This objective intended to find out the views from teachers and students on the efficacy of corporal punishment. The teachers and students who participated in the study indicate that, they both experience corporal punishment and they said corporal punishment should continue being practiced in the schools as a method of shaping student behavior and it should be reinstated.

Teachers view reasons for students to be punished are due to truancy, students low capacity of understanding, teachers are not competent in the subject matter, teachers tendency of punishing students, conflict among students, students fail to respect their teachers, students fail to follow school rules ,child abuse ,relationship between boys and girls and lazyness of the students while students view the main reason for them to be punished is due to students low capacity of understanding. They feel that corporal punishment would be effective particularly as way out once other methods have been attempted. Due to this study one would expect students to be the first respondents to positively agree that corporal punishment be abolished. We can all

agree that the system as made them to know that since you are a student, you naturally have bad behavior ; therefore you need to be managed by using force by your teachers.

Faucoult, (1977) noted that, discipline tactics can obtain exercise of power at lowest cost and therefore can bring the effects of this social power to their maximum intensity. Students have been made to comply with the punishments, by the multiplicities of tactics of power that has being obtained compliance without need of using force from teachers.

Heads of schools also confirmed that much as punishments had time-consuming effects on students, students at times are not given punishments for the right cause. Head of schools believed that punishments that followed any wrongdoing were painful experiences that tended to weaken the existing connection between the stimulus and the response.

Regarding the heads of schools when they were interviewed, they said Corporal Punishment would help to reduce on the chances of punished students from repeating such behaviors. This should be reinstated because the current policy about corporal punishment it gives authority to the head of school only to give permission to the teachers to punish the student and the punishment should be recorded. In that it's too cumbersome to adhere on that policy. Teachers punishing the student's without being permitted by the head of school and not recorded. Yaghambe (2013) on their research said that although corporal punishment is still legal in Tanzania under the

education act 24 of 2002, and a widely used method of punishment, teachers are aware that it is not effective in managing behavior problems but they are not ready to democratize space in schools because they fear students might not be manageable at all when corporal punishment is not there.

Further the heads of school reveal that both teachers, parents and students are not aware with the policy, hence it is difficult to put into practice, because it happened the a teacher punished student till the finger was broken, the student reported the case to the parent and parent reported it to police, the police called the teacher and asked him to talk to the parent , the parent agreed, and the parent asked the teacher to pay all the cost he used in police matters and to send student to the hospital, the teacher agreed and spent 200,000/= shillings. Afterwards the parent decided to transfer her child to another school after realizing that situation is not conducive for her child. Kuleana (1999) noted that despite the government of Tanzania attempt to regulate, limit and document the use of corporal punishment, many educators, let alone parents and learners are not aware of the existence of the regulation. Also many teachers often carry out corporal punishment to maintain discipline in school without the knowledge of headmaster. In violation of the rules students are sometimes beaten all over the body and often records of corporal punishment are not kept in school.

Even Yaghambe & Icabord, (2013) noted that when I punish a student, I punish him / her until I feel satisfied, I can even pinch the student if I do not have a stick right there, according to religious teachings, children are to be beaten in order to discipline them . This situation has being implied in Tshabangu,(2008) where stated that, Schools are being seen as prisons and students as prisoners whereby students become

the victims of punishment without any apparent reason, the aim being to control them and students are expected to obey without questioning and also there are a lot of disciplinary networks done by teachers, that the desire to maintain discipline as an end itself, had, as a consequence given birth to some traits of incurable disease in some schools and have led teachers to forgetting their parental role, have brutalized students unfairly and unjustly even for minor things or things they did not do.

When the heads of schools and discipline teachers interviewed on their perception on corporal punishment they support the use of corporal punishment and far more they said for African students they experience corporal punishment since they were children. So without punishing them they will not respond to what you direct them. Despite the support of using corporal punishment also they said the mandate of being permitted by the heads of school should be transferred to the discipline masters since when the students misbehave it is easy to access the discipline masters than heads of schools.

According to a UNESCO (2001) report, many teachers in Kenya argued that without corporal punishment, schools would descend into chaos. Pupils would become even more unruly by the time they reached high school. Also Kuleana (1999) argue that, educators use corporal punishment because in the first place they believe that it is the easiest form of discipline to administer. Secondly, corporal punishment is the norm and as such is a method of discipline expected of educators, thirdly many educators believe that corporal punishment is of educational benefit or is beneficial for children and has a place in the education of a child and fourthly that many parents feel that

good performance at school requires a stick and a beating and fifthly that some educators feel that the use of sticks raises their dignity and status in the eyes of their of their learners

According to the findings, it reveals that there is no different views on the efficacy of corporal punishment between teachers and students as both teachers and students all agreed that corporal punishment should continue being used in schools but it should be carefully administered and managed.

According to the researcher's views, good behaviour could only come about after several punishments, correction, advice as well as counseling. In order to make sure that the punishment is effective and administered on the right time, right person, and to be confessed by the one who committed an offence or mistakes and being punished by being guided with regulation. As Omari (2006) argued that punishment to work, let the child know and understand why he/ she is being punished, and then punish him /her immediately after the behaviour has been emitted.

### **5.3 Teachers and Students Preference on the Corporal and non Corporal Punishment**

This objective intended to find out teachers and students preference on the corporal and non corporal punishments. According to the data collected from the respondents on the preferences on corporal and non corporal punishments the heads of schools said most of the teachers use corporal punishment because this punishment is easy to administer.

They view corporal punishment which is mostly applied is caning. Omari (2006) said that in school, teachers often jump to the easier type of punishments such as caning, detaining kids and giving manual works instead of giving them punishments such as smiles and praises, and negative reinforcements such as removal of detentions which have some positive effect on learning. Even Benard in Foster (1999) claim that caning is biblical correction, therefore educators should not worry .He emphasizes the point by quoting from Proverbs23:13 which says “Do not chary of correcting a child. A stroke of the cane is not killing”. The main focus of this view is that children are born bad and ignorant and that educators have to use corporal punishment in order to change them.

In the side of discipline master they said non corporal punishment it takes time to be administered, where you can tell the student to sweep the floor instead of sweeping; he or she may stand up. In this case student may waste a lot of time on particular punishment instead of attending the lessons.

Majority of discipline teacher confirmed that corporal punishment helps because students feel pain and they will not repeat the mistake. Others discipline teachers when they were interviewed they said corporal and non corporal both should be administered with regard of behavior of the students because there other students whom you can strike them but they will not change.

Furthermore, when the heads of schools were interviewed on whether non corporal punishments are effective in shaping student behavior they confirmed that, it help but

it depend to the nature of the students and type of non corporal punishment provided because there are students who enjoy to stay outside their classroom for long time without entering to the class and they also said it depends from family background were their parent raise them up. On the side of the students they view non corporal punishment sometimes works better than corporal punishment.

Other head of school claim there are those who change with corporal punishment and others change by giving them hard work such as cutting of fire wood, also when a student provided with punishment of one week it may help them not to repeat the mistake if it will be well administered and well supervised, fail to supervise students may repeat the mistake and ignore their teachers.

Also, teachers and students pointed out that most of the non corporal punishment which are used in the schools are mopping the classes, picking rubbish around the school compass, watering garden and be given additional work are all used as method of discipline the students.

However, teachers confirmed that, non corporal punishment such as warning helps to restore students discipline and students in general agreed non corporal punishment affects their discipline. Berrigan (2002) said that corporal punishment saved much staff time that would otherwise have been devoted to supervising detention classes or in-school suspension, and managing the bureaucracy that goes with these punishments. Nixon (2002) a supporter of corporal punishment in schools, says that as soon as the student has been punished he can go back to his class and continue

learning, in contrast to out-of-school suspension, which removes him from the educational process and gives him a free "holiday" complain about the inconvenience occasioned by penalties such as detention or Saturday school.

The researcher also wanted to know other methods used to discipline students apart from corporal punishment and one head of school said they give them physical exercise such as running to rotate their classroom, to carry stones, kneeling down, to suspend them for seven days, fourteen days or a month depend on the mistake they did. The idea get support from Cameroon (2006) in William(2009)that argues that the ineffective strategies used to manage discipline of students in schools include punishments such as suspensions, codes of conduct and caning Other they said they give them punishment of frog matching and cutting of fire wood. Also Yang,(2009) argues that “interventions based on robotic protocol ,heavy use of suspension and expulsions and rule –bound approaches that prescribe same treatment for same offense do not improve school climate and do not reduce incidents of violence on school campuses”. Even (Skiba and Peterson , Maag 2001) argued that ,harsh and punitive discipline policies, plus punishments such as expulsion and suspension ,often do not improve discipline behavior of students but create an environment that is negative for studies and may increase rate of students school dropout.

From the data collected from the respondents, the majority of heads of schools, and discipline teachers revealed that corporal and non corporal punishments should be administered in regards with the nature of the students, as there are students who can change their behaviours with corporal punishment and others change their

behaviours with non corporal punishment and on the side of the students they agreed non corporal punishment may affect their discipline. In this case there are no different preferences between teachers and students on corporal and non corporal punishment.

In the side of the researcher's views, corporal and non corporal punishments, should be administered to the students in regards with the type of the offence committed, duration of punishment to be completed, that means for a day or a week, depending on the situation in relation to the students themselves; including medication report and letter of commitment that he or she will never commit the same offence again and to sign in the report book.

#### **5.4 Gender Difference in Perception on the Effects of Corporal Punishment On Student Discipline**

This objective aimed at assessing the gender differences in perception on the effect of corporal punishment on the discipline of the students. According to policy regulation of Tanzania which was revised in (2002) Stated that : Female teachers may only receive corporal punishment from female teachers, except where there is no female teacher at school in which case the head of school may authorize in writing a male teacher to administer corporal punishment or may himself administer such punishment.

From the data collected from the teachers and student on the how corporal punishment differentially affect both boys and girls discipline 68 percent of the

teachers and 48.6 percent of a student said that it makes students both boys and girls to fear and hence to have a discipline of fear'. Also 27.2 percent of the teachers and 34.3 percent of the students said in any how is administered, it humiliates both boys and girls, and therefore it creates enmity between teachers and students. 3.9 percent of the teachers and 13.1percent of the students said it humiliate a girls students especially when administered by a male teacher while 1 percent of the teachers and 4 percent of the students said it humiliate a boys student when administered by the female teacher.

In this case, teachers and students agreed corporal punishment makes student both boys and girls to have fear and hence creates discipline of fear. Also teachers revealed that non corporal punishment, work more effectively than corporal punishment for girls.

VAC (2008 – 2011) noted that “Almost 60% of both males and females experienced physical violence by adult relatives and more than one – half experienced physical violence by teachers before turning 18 years of age” UNICEF (2011:2) and “over 7 in 10 females and 6 in 10of males 13 to 24 years of age who experienced physical violence prior to age 18,report physical violence by teachers”

Radin (1988) argues that corporal punishment was disproportionately and unjustly used to discipline black male students in certain states in the United States of America. When Teacher in the interview protocol referred to the boys as deserving of punishment because they “do hard things”.

Even Weihe (1990) noted, the use of corporal punishment to discipline disobedient schoolboys and not the girls reflects the old historical root of gender bias in the administering of corporal punishment. Disproportionate treatment for any gender whether it is in implementing the curriculum or administering of discipline has deleterious effects on the mind of the pupil. It can undermine self-esteem and the potential for learning. Based on his study which demonstrates that discipline comes through followership which implies imitation, it's a drawback for pupils to imitate any form of bias towards their fellowmen.

On the basis of these views, gender bias within the school system can be a serious impediment to both student learning and all-round human development. The male must be recognized as an emotional individual who like the girls also needs nurturing. Further, education amidst discrimination can sow beds of societal discontent and tension among citizens. Equality is an internationally recognized fundamental human right that must be always accorded to every person, adult or child.

From the data collected from respondents, both teachers and students revealed that corporal punishment makes the students both boys and girls to have fear and hence creates discipline of fear. And also teachers revealed that non corporal punishment work more effectively than corporal punishment for girls; in this case there is gender difference in perception on the effects of corporal punishment on students' discipline, whereby girls prefer to be given non corporal punishment compared to boys.

Regarding to the researcher's views, all boys and girls are equal and punishment should be given equally, the nature of feeling pity to one gender may lead one gender to feel superior to the other gender.

## CHAPTER SIX

### 6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 6.1 Summary of the findings

This research intended to find out if corporal punishment is an effective way of shaping students behavior (Discipline). The research based on assessing teachers and students views on the efficacy of corporal punishments, preference on the corporal and non corporal punishments and gender differences in perception on corporal punishments. Data were collected in six secondary schools in Arusha of which two schools in rural, two in peri-urban and two in inner city.

The data were collected through questionnaires and interviews in which the interviews were conducted to the heads of schools and discipline teachers while questionnaires were prepared for teachers and students. The data were presented by using both qualitative and quantitative techniques.

Based on the data collected majority of respondents and works of other researchers agreed on the use of corporal punishment and non corporal punishments in schools as a major means of disciplining students because students respond more to corporal punishment.

Both teachers and students agreed corporal punishment should continue being practiced in school as a method of shaping student behavior and should be reinstated. Also Corporal Punishment would help to reduce chances of punished students from

repeating such behavior. African students experience corporal punishment since they were child so without punishing them they will not responded to what you direct them. This research revealed the corporal punishment mostly applied in schools is caning because this punishment is easier to administer and non corporal punishment applied are frog matching, cutting of fire wood, push up, mopping the classes and corridors and watering garden.

Also non corporal punishment takes time to be administered, because students waste a lot of time on particular punishment instead of attending lessons.

Non corporal punishment help but it depend to the nature of the students and type of non corporal punishment provided and also it depends from family background were their parent raise them up. Corporal Punishment makes students both boys and girls to have fear and hence creates discipline of fear. And non corporal punishment work more effectively than corporal punishment for girls.

Research revealed various challenges which discipline teachers encounter when discipline students and this includes low cooperation from other teacher; students are not serious with school rules and absence of food in school which lead students to become thief.

## **6.2 Conclusions**

The focus of this study was to assess the effect of corporal punishments on discipline among students. The study also explored some common reason for a student's being punished in schools, and students' views as the main reason for them to be punished

is the low capacity of understanding, and corporal punishment mostly applied to them is caning. Though there is presence of both corporal and non corporal punishment in schools and these are being administered in regard with the nature of the student, because there those who change with corporal and other change their behavior by the use of non corporal punishment.

The study revealed that corporal punishment would help to reduce on the chances of punished students from repeating such behavior and researcher find out African students experience corporal punishment since they were child .So without punishing them they will not responded to what you direct them.

Also corporal punishment act 24 of 2002, is not well known to some of the teachers, students and parents and few teachers who are aware of it says it does not work, because the tendency of record every punishment it takes time in considering nature of students in schools today and mistake they commit per day, so it is difficult to put it in writing every offence committed to a student.

Then corporal and non corporal punishments should be administered to both boys and girls because all are equal, and mistakes committed are the same and punishment should be provided the same, there is need of feeling pity to one gender, as according to the finding whereby teachers view non corporal punishment to be administered to girls.

Also teachers should control there emotion in discipline the students, because too much beating may lead students to become more cruelly and chronic, increase

truancy and drop out and sometime may lead to death of students. Further parents may support teachers in controlling their children behavior at home and to have tendency of visiting school to know the progress of their children.

Therefore, it is the responsibility of teachers, parents, politician and nongovernmental organizations such as NGO'S to guide students to be usefully people in the society. And also students themselves are supposed to understand that they are students and they are supposed to follow the schools rules so as to avoid being punished, fail to follow school rules they will be canned every day and at the end they will dislike teachers and they will not achieve their goals.

### **6.3 Recommendations**

For school to be the best place to learn and become friendly for both teachers and students the following recommendation should be observed as follows:

Teachers have to provide non corporal punishment that will have positive impact to student's lives after completing their studies, such as making good garden rather than giving them punishment such as push ups that will not be usefully later in their lives. Government has to publicize the policy regulation act number 24 of 2002, concerning corporal punishment in the television and magazine so as teachers, parents, and students to be aware with the policy and to provide refresher courses for teachers on how to deal with student's behavior in the colleges.

Teachers need to create space and enable students to make decision about their own behavior, give up their controlling behavior, to develop sense of community in their

classrooms where students feel safe and fully involved in making decision, given an opportunity to express their opinions towards solutions that benefit the whole class.

School rules and regulation need to be emphasized and given enough awareness so as to enable students understand them, and they should also be in their classes and in school notes board where will be seen by students.

Disciplinary committees should be given strong power and authority in schools, and to be respected in terms of decision making because are the usefully tool in controlling and shaping the discipline of the students.

Students should be provided with extra homeworks whereby should present them in front of their fellow students, example to write an essay of not less than 350 words in topics of their own choices.

Also, students should be rewarded equally, that means not only to those with the highest grades but also to well behaved, because some students would not be good or behave well unless the school gives him / her positive reason to be so. Schools should create conducive environment by organizing activities such as football matches and occasional trips for students, this will help students to use their time wisely for betterment of the academic endeavors and physical growth.

Teachers need to know that children under their care need to get guidance and counseling from them in order to be able to grow to responsible adults in the society. They need to find other means of handling discipline rather than using corporal punishments such as the use of guidance and counseling in schools as Biswalo

(1986) argued counseling in Tanzania started in schools due to deterioration of student's behaviors. Since the introduction of Western education, students become divorced from their traditional culture, which had provided guidance and helped whenever they encountered problems.

#### **6.4 Need for further research**

In the process of carrying out this study the researcher came to realize that there is a need for further research to be done since the current study does not cover every things accordingly. Due to that more researches need to be conducted to assess the parent's views on the effects of corporal punishments on discipline of the students.

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## **APPENDICES**

### **INTERVIEW GUIDE FOR DISCIPLINE TEACHERS AND HEAD OF SCHOOLS**

Dear Sir/Madam I am Invocavity Josephine a student of Open University of Tanzania carrying out a research on a topic," The effects of Corporal Punishment on Discipline Among Students in Arusha Secondary Schools" and I am requesting you to spare time and respond to my interview . All the response given to me will be treated with utmost confidentiality and only used for academic performance only

#### **APPENDIX I: Interview Guide for Discipline Teachers and Head of Schools**

##### **A. Background Information**

- 1 . Education level:        Certificate (  )    diploma (  )    degree (  )    masters (  )
- 2 . Age:                        20 -25 (  )    25-30 (  )    30 -35 (  )    35 - 40 (  )    45 – 50 (  )    above 50 (  )
3. Sex:                         Male (  )    Female (  )
4. Working experience:    Less than 5 years (  )    5 -10 (  )    10 -15 (  )    15 -20 (  )    more than 20 year

##### **B. Related Questions for Heads of Schools**

1. Has the corporal punishment regulation of 1979 as amended in 2002 helped in the shaping of behavior of students? Please explain.

.....  
.....

2. In your opinions are the corporal punishments effective in shaping students behavior?

.....  
.....

3 . What other methods can be used to discipline students apart from corporal punishments?

.....  
.....

4. In your opinions are the non- corporal punishments effective in shaping students behavior

.....  
.....

5. Do you experience police cases due to corporal punishment?

.....  
.....

## APPENDEX II: Interview Guide for Discipline Teachers

Dear Sir/ Madam I am Invocavity Josephine a student of Open University of Tanzania carrying out a research on a topic,” The effects of Corporal Punishment on Discipline Among Students in Arusha Secondary Schools “ and I am requesting you to spare time and respond to my interview . All the response given to me will be treated with utmost confidentiality and only used for academic performance only.

### A. Background Information

- 1 . Education level: Certificate ( ) diploma ( ) degree ( ) masters ( )
- 2 . Age: 20 -25 ( ) 25-30 ( ) 30 -35 ( ) 35 - 40 ( ) 45 – 50 ( ) above 50 ( )
3. Sex: Male ( ) Female ( )
4. Working experience: Less than 5 years ( ) 5 -10 ( ) 10 -15 ( ) 15 -20 ( ) more than 20 years ( )

1. As a discipline teacher what challenges do you face towards shaping students discipline?.....

.....

2. In your opinions are the corporal and non corporal punishments effective in shaping students behavior?

.....

.....

3. What other methods can be used to discipline students apart from corporal punishment?

.....

### **APPENDIX III: Questionnaires for Teachers**

Dear respondent I am Invocavity Josephine a student of Open University of Tanzania carrying out a research on a topic,” The effects of Corporal Punishment on Discipline Among Students in Arusha Secondary Schools” and I am requesting you to spare time and respond to my questionnaire . All the response given to me will be treated with utmost confidentiality and only used for academic performance only.

#### **A. Background Information**

- 1 . Education level: Certificate ( ) diploma ( ) degree ( ) masters ( )
- 2 . Age: 20 -25 ( ) 25-30 ( ) 30 -35 ( ) 35 - 40 ( ) 45 – 50 ( ) above 50 ( )
3. Sex: Male ( ) Female ( )
4. Working experience: Less than 5 years ( ) 5 -10 ( ) 10 -15 ( ) 15 -20 ( ) more than 20 years ( )

#### **B. Related Questions**

1. Do teachers need to use Corporal Punishment to discipline students ?

Yes ( ) sometimes ( ) No ( )

2. Have you ever experienced corporal punishment yourself?

Yes ( ) No ( ) Sometimes ( )

3. Do you think it is better to continue using corporal punishment in school?

i) It should be totally abolished ( )

ii) It should be maintained ( )

iii) Be carefully administered and managed ( )

4. What kind of corporal Punishment is mostly applied in your school?

i) Spanking ( )      iii) Slapping ( )      V) Paddling ( )      vii)Hard labour ( )

ii) Caning ( )      iv) Kneeling ( )      vi) Frog matching ( )

5. What are the consequences of corporal punishment on the discipline of students?

i) Cheating

ii) Bullying

iii) Truancy and drop out

iv) Absentism

v) Others ( mention)

1)

.....

2)

.....

3)

.....

6. How does corporal punishment differentially affect boys and girls discipline?

i) It humiliate a girl student especially when it administered by a male teacher

ii) It humiliate a boy student especially when it administered by a female teacher

iii) In any how is administered, it humiliate both boys and girls, therefore it creates enmity between a teacher and a student

iv) It makes students both boys and girls to have fear and hence creates discipline of fear

7. Which of the following non corporal punishments are mostly used in your school?

i) Stay outside of the classroom during lesson ( )

ii) Mopping of the classes ( )

iii) Picking rubbish around the school campus ( )

iv) watering garden ( )

v) Be given additional work ( )

vi) Being called on aloud in parades ( )

vii) All of the above ( )

8. Does Non corporal Punishment work more effectively than Corporal Punishment?

a) For boys ( )

b) For girls ( )

c) For all ( )

9. Which method do you think will work more effectively in shaping student discipline?

i) Talking to the students

ii) Provision of guidance and Counseling in schools

iii) Parental meetings

iv) Others ( Mention)

1) .....

2) .....

3) .....

10. Does non corporal punishment such as warning help to restore student's discipline?

- i) Yes ( )
- ii) No ( )
- iii) Sometimes

11. In the following 10 reasons for pupils being punished in schools , rank ( arrange) them in order of importance:

- i)Truancy.....
- ii) Students low capacity of understanding.....
- iii) Teachers are not competent in a subject matter.....
- iv) Teachers tendency of punishing students.....
- v) Conflict among students.....
- vi) Students fail to respect their teachers.....
- viii) Students fail to respect their teachers.....
- viii) Child abuse.....
- ix) Relationship between boys and girls.....
- x) Lazyness of the students.....

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#### **APPENDIX IV: Students Questionnaires**

Dear respondent I am Invocavity Josephine a student of Open University of Tanzania carrying out a research on a topic, ” The effects of Corporal Punishment on Discipline Among Students in Arusha Secondary Schools” and I am requesting you to spare time and respond to my questionnaire . All the response given to me will be treated with utmost confidentiality and only used for academic performance only.

##### **A. Background Information**

1. Class .....
- 2 .Age:      13-15 ( )    15 -18    ( )
3. Sex:      Male    ( )    Female    ( )

##### **B. Related Questions**

1. Do teachers need to use Corporal Punishment to discipline students ?  
Yes ( ) sometimes ( ) No ( )
2. Have you ever experience corporal punishment?  
Yes ( ) No ( ) Sometimes ( )
3. Do you think it is better to continue using corporal punishment in school?  
i) It should be totally abolished ( )  
ii) It should be maintained ( )  
iii) Be carefully administered and managed ( )
4. What kind of corporal Punishment is mostly applied in your school?

- i) Spanking ( )      ii) Slapping ( )      iii) Paddling ( )      iv) Caning  
 ( )      v) Kneeling ( )      vi) Frog matching      vii) Hard labour ( )

5. What are the consequence of corporal punishment on the discipline of students?

i) Cheating

ii) Bullying

iii) Truancy

iv) Run away from school

v) Others (mention)

1) .....

2) .....

3) .....

6. Does non corporal punishment affect student's discipline?

i) Yes ( )

ii) No ( )

iii) Sometimes

iv) Disperses teachers ( )

v) Drop outs ( )

7. How does corporal punishment differentially affect boys and girls discipline?

i) It humiliates a girl student especially when it administered by a male teacher

ii) It humiliate a boy student especially when it administered by a female teacher

iii) In any how is administered , it humiliate both boys and girls, therefore it creates enmity between a teacher and a student

iv) It makes students both boys and girls to have fear and hence creates discipline of fear.

8. Which of the following non corporal punishment is mostly used in your school?

- i) Stay outside of the classroom during lesson ( )
- ii) Mopping of the classes ( )
- iii) Picking rubbish around the school campus ( )
- iv) Watering garden ( )
- v) All of the above ( )

9. Does Non corporal Punishment work more effectively than Corporal Punishment?

- i) Yes ( ) No ( ) Sometimes ( )

10. Which method do you think will wok more effectively in shaping student discipline?

- i) Talking to the students
- ii) Provision of guidance and Counseling in schools
- iii) Parental meetings
- iv) Others ( Mention)

- 1) .....
- 2) .....
- 3) .....

11. In the following 10 reasons for pupils being punished in schools, rank (arrange) them in order of importance:

- i) Truancy.....
- ii) Students low capacity of understanding.....
- iii) Teachers are not competent in the subject matter.....
- iv) Teachers tendency of punishing students.....
- v) Conflict among students.....
- vi) Students fail to respect their teachers.....
- vii) Students fail to follow school rules.....
- viii) Child abuse.....
- ix) Relationship between boys and girls.....
- x) Lazyness of the students.....

