

**TEACHERS' PERCEPTIONS ON THE USE OF CORPORAL PUNISHMENT IN
SELECTED PUBLIC SECONDARY SCHOOLS OF KAHAMA URBAN DISTRICT,
TANZANIA**

BY

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**A Dissertation submitted to the University of Zambia in partial fulfilments of the
requirement for the award of the degree of Master of Education in Educational Psychology**

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DECLARATION

I, **Josiah Norman Kazenga** declare that this dissertation is my own work and that it has not previously been submitted for award of a degree at the University of Zambia or any other University.

Signature: _____

Date: _____

APPROVAL

The University of Zambia approves this dissertation of **Josiah Norman Kazenga** as fulfilling part of the requirements for the award of a Degree of Master of Education in Educational Psychology.

Examiners' Signatures Date

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ABSTRACT

The purpose of the study was to explore teachers' perceptions on the use of corporal punishment in selected public secondary schools of Kahama Urban District, Tanzania. Three objectives guided the study: to establish teachers' views on how useful corporal punishment was in controlling unwanted behaviour of secondary school students; to explore teachers' perceptions on the effects of using corporal punishment in controlling unwanted behaviour of secondary school students; and to find out the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students. The study adopted a qualitative research approach and a case study design. The sample included 12 participants who were selected based on purposive sampling. The study used semi-structured interviews to collect data and employed thematic analysis to analyse data based on the objectives. The findings on the first objective indicated that corporal punishment was useful and it was used as a tool for behavioural change, a reminder, a source of respect and discipline for teachers, an enhancer of pass rates, and a symbol of teachers' authority and power. On the second objective, effects identified were that corporal punishment could lead to truancy, fear and distress, physical harm or death, a feeling of shame and distrust, confusion, and be a source of conflicts. On the third objective, the study indicated that teachers could use alternatives to corporal punishment such as providing guidance and counselling to students, fostering parent-teacher cooperation, building friendships with misbehaving students, assigning manual work, and offering motivation to students who exhibit good behaviour. On the first objective, the study concludes that teachers should refrain from using corporal punishment in order to avoid negative outcome that may affect students. On the second objective, the study concludes that corporal punishment negatively affects students when applied excessively to them, and on the third objective, the study concludes that teachers can prioritise the use of alternative strategies over corporal punishment when dealing with unwanted behaviours of secondary school students. The study therefore, recommends secondary school teachers should be enriched with alternative strategies to corporal punishment through various training programmes. The study also recommends that despite the usefulness of corporal punishment that the study has found, teachers should abstain from using corporal punishment to avoid negative effects that may happen to students. Since the study has discovered that there are alternative strategies to corporal punishment that teachers can use to control students' unwanted behaviours. The study recommends that teachers should use these alternative strategies instead of corporal punishment.

DEDICATION

This dissertation is dedicated to my wife, Elimina Fumbe, whose support has been a pillar for this academic journey, and to my children Evans, Jessica, Elvis, and Joanna, whom I hope will follow in my footsteps.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACRWC: African Charter on the Rights and Welfare of the Child

BCE: Before Christian Era

ICCPR: The International Covenant on Civil and Political Rights

UDHR: Universal Declaration of Human Rights

UNCRC: United Nations Convention on the Rights of the Child

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNICEF: United Nations Children's Fund

URT: United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter mainly presents the study background and the rationale behind conducting this study. It has twelve sections. The chapter comprises statements of the problem, purpose of the study, objectives, research questions, significance of the study, and a theoretical framework. Furthermore, definitions of key terms used in the study, scope and limitations of the study have also been discussed. The chapter ends with chapter summary section.

1.2 Background to the study

School discipline is an important aspect for harmonious teaching and learning process to take place. Among other things, schools are expected to teach the younger generation desirable behaviours, leading them to become better and responsible future citizens (UNESCO. Education Sector, 2014). In this efforts, corporal punishment (CP) has been used to curb indiscipline behaviours of children since time immemorial. It was present in classical civilizations, such as Greece, Rome, Egypt, and Israel, for both judicial and educational purposes (Geltner, 2014). In the holy Bible, King Solomon of Israel (970-930 BCE) is quoted as insisting on the use of corporal punishment in Proverbs chapter 13:24, 22:15, 23:13, and 19:18. Also, in the Qur'an, a sacred scripture of the Islamic religion, corporal punishment is prescribed. For example, someone found guilty of committing adultery or fornication is to be whipped with a hundred strokes in front of witnesses. This is mentioned in Surah An-Nur, 24:2 (Ishengoma, 2014). Currently, corporal punishment is being used in both developing and developed countries, and it is not limited to any specific class of people such as being ignorant, educated, rich, or poor.

Teaching in schools goes beyond gathering students in the class but also involves addressing behaviour problems of students (Nakpodia, 2012). In Tanzania, teachers have been using corporal punishment before and after independence as one of the disciplinary measures used to control unwanted behaviours among students in schools. According to Odhiambo (2017), corporal punishment has been taking place in the form of beating, slapping, pinching, hitting, forcing a student to stay in uncomfortable positions, and taking excessive physical exercise. The main reason for using corporal punishment highlighted by various scholars has been to bring up a disciplined child in society (Kambuga et al., 2018). Corporal punishment in Tanzania Mainland is lawful under The National Education Act No. 25 of 1978 (URT, 1978). However, according to the report by Human Rights Watch (2017) and that of the United Nations Children's Fund (UNICEF) cited in

OgandoPortela and Pells (2015), it is evident that using corporal punishment in schools makes learners vulnerable to physical and psychological torture, humiliation, and degradation of their well-being. Kambuga (2017), Chitalu, and Phiri (2020) indicate that not only may corporal punishment damage the psychological well-being of pupils, but it also may affect their physical and emotional development, leading to feelings of hopelessness and anxiety in them.

Many international and regional agreements to which Tanzania has joined guarantee respect for human dignity and prohibit the use of degrading treatment or punishment. The Law of the Child Act No. 21 of 2009 protects children from being subjected to torture or other cruel, inhuman punishment or degrading treatment, including any cultural practices that might dehumanize or cause injury to the physical and mental well-being of a child (URT, 2009). Similarly, the United Nations Convention on the Rights of the Child Article 37 requires every member country to protect a child from being subjected to any kind of torture, humiliation, and punishment (United Nations, 1989). Additionally, the Universal Declaration of Human Rights (UDHR) provides the foundation for modern international human rights law. It recognises the inherent dignity and the equal and undeniable rights of all members of the human family. Article 5 of the Declaration recognises the right to be free from torture and cruel, inhuman or degrading treatment or punishment (United Nations, 1948). Furthermore, the International Covenant on Civil and Political Rights (ICCPR), Article 7 of this Covenant states that “No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment” (United Nations, 1966). The African Charter on the Rights and Welfare of the Child (ACRWC), requires that States Parties take legislative measures to protect children from all forms of torture and inhuman or degrading treatment (Articles 16 and 17) and ensure that discipline of children, whether at home or in schools, respects their human dignity (Articles 11 and 20) (African Union, 1990). Despite Tanzania being a signatory to the aforementioned convention, the Ministry of Education has not issued any blueprint against the use of corporal punishment in schools. This makes Tanzania one of the countries in Africa where corporal punishment is a legal practice in schools, despite the awareness of its negative effects.

Despite agreements from regional and international bodies, efforts made by national and international organizations to ban corporal punishment in Tanzanian mainland schools, no progress has been achieved. The United Nations Human Rights Council (UNHRC) proposed banning corporal punishment in schools during the 2011 Universal Periodic Review, but the Tanzanian government rejected the proposal (UNICEF, 2020). The government defended the legality and use of corporal punishment, stating that it is strictly regulated in the penal system and

in schools and that it is not meant to be violent or degrading to children (Global Initiative, 2015). After rejecting the proposal to abolish corporal punishment, the Government issued a guideline that focused on reducing the number of strokes from six to four, and specifying that only school heads could administer the punishment (URT, 2002). The focus shifted to enforcing these guidelines rather than eliminating corporal punishment altogether.

The ongoing use of corporal punishment in Tanzania's education sector has drawn attention from many stakeholders. Ngussa and Mdalingwa (2017) conducted a study on the effects of corporal punishment on learning among secondary school students in Babati Rural District, Tanzania. The study found that students believed that corporal punishment could be helpful in controlling students' indiscipline behaviours. They also acknowledged that corporal punishment could be the catalyst for students' truancy, dropouts, fear among learners, and hence poor academic achievements of students. Furthermore, their study found no relationship between student learning and the use of corporal punishment. However, in their recommendation, teachers were urged to avoid using corporal punishment and adopt an alternative measure that can help in controlling students' discipline. The findings related to what Dlamini et al., (2017) found when studied the use and effects of corporal punishment on students' academic performance in Swaziland. They discovered that poor academic performance and student dropouts were the side effects of corporal punishment. Their study proposed corporal punishment to be continued, and they recommended similar studies to be conducted in other places using a qualitative approach with a case study design to further explore the problem. In Tanzania, Kambuga et al., (2018) investigated how corporal punishment was used by teachers as a strategic reprimand to curb indiscipline behaviours in secondary school students in Dodoma city. Their study found that teachers preferred using corporal punishment in controlling students' unwanted behaviours stating that it improves discipline and it was easier to administer than other alternative means. Contrary to the views of teachers, students mentioned that corporal punishment should not be used, and instead, manual work and counselling strategies could be used as substitutes. However, their study recommended that teachers should shift their focus from using corporal punishment to using alternative strategies and adhere to corporal punishment regulations available.

The use of corporal punishment was found to be an effective means of achieving students' academic goals. Lema and Gwando (2018) explored the perceptions of primary school pupils on how corporal punishment enhanced their discipline in Kinondoni District, Dar es Salaam, Tanzania. The findings showed that corporal punishment had a contribution to achieving academic

performance, created conducive learning environment, reduced misbehaviours in schools, and was effective in shaping good behaviours of children in the community since it leads to self-direction and control. However, these findings were opposite to what Feinstein and Mwachombela (2010) found when they gathered the views of ordinary secondary school students in Iringa region of Tanzania. The students disliked corporal punishment and thought that the practice was ineffective and had negative consequences for their physical and emotional well-being. Most teachers were in support of using corporal punishment and believed that it should be continued, although its administration should be moderate. Makewa et al., (2017) concluded that parents should approve of children being disciplined through corporal punishment by teachers. While some studies suggest that corporal punishment has benefits, most research indicates that it has harmful effects on students. Despite this, many stakeholders, such as teachers and parents, are not in favour of legally banning corporal punishment. They believe in using both corporal punishment and alternative disciplinary methods, arguing that outlawing it would mean disregarding African traditions and giving in to Western ideals that diminish children's respect for authority (Hassan & Bali, 2013).

Despite overwhelming evidence that corporal punishment is a practice that harms its intended beneficiaries, there are differing opinions among educational stakeholders on its usefulness, effects, and alternative strategies that can be used in its place. Therefore, this study delves into exploring teachers' perceptions on the use of corporal punishment in controlling unwanted behaviour of secondary school students in selected public schools of Kahama Urban District, Tanzania. This study is significant for several reasons. Firstly, it offers valuable insights into teachers' perspectives on managing student behaviour. Secondly, it may enhance our understanding of corporal punishment in secondary education, its usefulness, effects, and alternatives to be adopted. Thirdly, it may contribute to the development of guideline on the alternative and effective disciplinary practices in the classroom. Finally, policymakers may use the study findings to argue for amending statutes and policies that approved the use of corporal punishment with newly enacted legislation.

1.3 Statement of the problem

Despite being against human rights, corporal punishment is a lawful practice in Tanzanian mainland schools under Article 60 of the National Education Act number 25 of 1978 and the amended Act number 294 of 2002 (URT, 2002). According to Ndibalema (2017), Odhiambo (2017), Mwinjuma (2018), URT (2002), and Global Initiative (2011), corporal punishment is being used in schools with the aim of controlling students' unwanted behaviours. However, according to

Rafique and Ahmed (2019), Rowland, Gerry, and Stanton (2017), and Heekes et al. (2022), there are more negative than positive effects to be gained from the use of corporal punishment.

Despite numerous studies being conducted in Tanzania on corporal punishment, there is limited knowledge about teachers' perceptions on the use of corporal punishment in controlling students' unwanted behaviours. Existing studies have mainly focused on pupils' perceptions (Gwando, 2017), the effects of corporal punishment on students' well-being (Aristides & Mwila, 2022; Mtasigazya, 2020; Invocavity, 2014), and the challenges that teachers face in their efforts to enhance learners' discipline (Semali & Vumilia, 2016). In addition, most of studies have relied on secondary data collected (Gudyanga et al., 2014), or students, parents (Ghosh & Pasupathi, 2016), and education administrators as participants to investigate issues and challenges related to the use of corporal punishment on controlling students' discipline. Since teachers are responsible for imparting knowledge and maintaining school discipline and classroom order, their perceptions and insights are invaluable. Therefore, this study aimed to investigate teachers' perceptions on the use of corporal punishment in selected public secondary schools in Kahama Urban District.

1.4 Purpose of the study

The purpose of this study was to explore teachers' perceptions on the use of corporal punishment in controlling unwanted behaviour of secondary school students in selected public schools of Kahama Urban District, Tanzania.

1.5 Objectives of the study

1. To establish teachers' views on how useful corporal punishment is in controlling unwanted behaviour of secondary school students.
2. To explore teachers' perceptions on side effects of using corporal punishment in controlling unwanted behaviour of secondary school students.
3. To find out the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students.

1.6 Research Questions

1. What are the teachers' views on usefulness of corporal punishment in controlling unwanted behaviour of secondary school students?
2. What are the teachers' perceptions on side effects of using corporal punishment in controlling unwanted behaviour of secondary school students?

3. What are the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students?

1.7 Significance of the study

Since the study aimed to explore teachers' perceptions on the use of corporal punishment in controlling unwanted behavior of secondary school students, the findings of this research would be valuable for teachers, school administrators, classroom practices, and education policy in various ways as discipline is crucial for achieving educational goals.

1.7.1 To teachers and school administrators

The study would help teachers understand the physical and emotional outcomes of corporally punishing students and help them gain in-depth knowledge on the advantages of using alternatives to corporal punishment. Also, the findings of the study would help school administrators become knowledgeable on how they can manage school discipline while using non-violent approaches.

1.7.2 To classroom practice

The study could be of great value through establishing good rapport relationship between teachers and students which in turn enhance school academic performance. The study also would help teachers understand some alternative strategies to corporal punishment revealed in this study and adopt them, as well as helping teachers understand learners' rights as articulated in various national and international agreements and then create warmly and friendly learning contexts.

1.7.3 To education policy

The findings of this study would create awareness to policy makers who could then argue the government to prepared and provide training and workshops to secondary school teachers to equip them with knowledge on how to use positive disciplinary methods. Also, would help policy makers to have standpoints in amending statute and policies that approved the use of corporal punishment with the newly enacted legislation.

1.8 Theoretical Framework

This study was guided by operant conditioning theory developed by American psychologist Burrhus Frederic Skinner (1904- 1990). The theory holds that a behaviour is shaped or influenced by rewards and punishments and eventually determines the frequency and persistence of behaviour (Hu, 2024). In other words, behaviours that are reinforced or rewarded are more likely to be repeated, while behaviours that are punished or have no consequences are less likely to be

exhibited (Okesina & Famolu, 2022). In this theory, punishment is a way to decrease the likelihood of an unwanted behaviour from occurring while reinforcement increases or strengthens the likelihood for the desired behaviour to occur (Skinner, 1958).

Reinforcement can be positive or negative, but both types aim to strengthen the behaviour (Schunk, 2012). Positive reinforcement means that a response or behaviour is strengthened by the addition of something, such as praise or a direct reward while negative reinforcement involves the removal of an unfavourable events or outcomes after the display of a behaviour (Carton, 1996). Punishments are of two types, positive and negative punishments. Positive punishment is the situation when an unpleasant event or thing, presented as a consequence of a behaviour, decreases the probability of that behaviour to occur while negative punishment happens when a pleasant thing or event is withdrawn or removed as a consequence of a specific behaviour decreases the probability of that behaviour to re-occur (Qi, 2015).

Rewards and punishments play an important role in shaping children's behaviour. On the one hand, rewards act as powerful motivators that can reinforce expected behaviour. When children are rewarded for engaging in specific behaviours, they are more likely to repeat those behaviours in the future (Berk, 2018). By providing positive reinforcement and a sense of accomplishment, rewards can encourage children to strive for further success. On the other hand, punishment can prevent bad behaviour. When children experience negative consequences or punishment for engaging in a particular behaviour, punishment can shape behaviour by deterring children from bad behaviour (Hu, 2024). Therefore, this theory is relevant in educational settings since it provides insights into how teachers can effectively reinforce desired behaviours and deter undesired behaviours, and foster a positive learning environment. Furthermore, Skinner emphasized that that teachers can shape children's behaviour and improve academic performance through the systematic use of reinforcement and punishment (Chen, 2023). Therefore, this theory fits well in the current study because teachers in the Tanzanian education system are still allowed to use corporal punishment on controlling unwanted behaviour of secondary school students.

1.9 Scope or delimitation of the study

The study was conducted in Shinyanga Region of Tanzania, specifically in the Kahama Urban District. The study involved two secondary schools out of fifteen, which were selected based on a simple random sampling technique. The names of the schools were put into a container, and the researcher picked only two names out of the container after mixing them up. In this technique,

every case of the population has an equal chance of inclusion in the sample (Taherdoost, 2016). The study was conducted in public secondary schools and not in private schools since public schools experience higher student misbehaviours than in private schools (Figlio & Stone, 2012; Scheper, 2013). The study took place in Kahama Urban District schools and not in Kahama Rural District since students in urban schools exhibit higher levels of indiscipline behaviour than students in rural communities (Tanase, 2020). The study used a qualitative research approach instead of a quantitative approach because it could be possible to explore the perceptions, experiences, and meanings study participants had on the practices of corporal punishment with the use of a qualitative approach rather than a quantitative one, which focuses on numbers rather than words (Creswell, 2013). The study also collected data through face-to-face semi-structured interviews rather than structured interviews. This was done in order to allow study participants have freedom to express their opinions, views, and feelings about the practices of corporal punishment, rather than limiting their personal views and opinions through predetermined questions and responses of a structured interview.

1.10 Limitation of the study

There were several aspects of study limitations addressed in this study. The first aspect was the sample of people involved in the study; this study was limited to the perceptions of teachers, excluding those of students, administrators, and parents. The second aspect was the type of punishment to be examined. This study focused on the perceptions of teachers regarding the use of corporal punishment, specifically beating a student with strokes (or sticks), in Kahama Urban District. Therefore, other forms of punishment such as expulsion, referrals, slashing, digging pits, and marginalisation are not the main focus of this study. The third aspect of study limitation was embedded in the sample size and the number of schools to be used in the study. Since the study employed a qualitative research approach, the sample size and number of schools selected was small but enough to gather the perceptions of teachers in the selected schools. This was possible because, the goal of this study was to understand the phenomena rather than to look for generalisability of study findings hence excluded the views and perceptions of teachers working in schools of other districts. Lastly, the study was limited to the use of a purposive sampling strategy, where the researcher recruited more experienced teachers rather than less experienced ones. Therefore, teachers with less than five years of working experience were excluded from the study. This sampling strategy allowed the researcher to collect the most trustworthy data because

these experienced teachers had a good understanding of the practice of corporal punishment in their schools and was able to contribute valuable information required for the study.

1.11 Definitions of key terms

1.11.1 Corporal punishment: In this study, corporal punishment means "the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behaviour" (Straus, 1994, p. 4), such as patting, hitting, punching, and spanking. "Or other forms of physical punishment teachers strike the student on the palm (for girls) and on the buttocks (for the boys)" (URT, 2002). Therefore, the author excludes verbal violence such as insults and threats.

1.11.2 Discipline: Means a situation where students adhere to school rules and obey school authorities or following the doctrines of an educator.

1.11.3 Public secondary school: These are government owned secondary schools. The study was conducted in day schools.

1.11.4 Perception: Means what you interpret based on your understanding of a given situation. Therefore, in this study perception refers to how teachers understand, believe or interpret the use of corporal punishment in their schools' contexts.

1.12 Ethical consideration of the study

Researchers need to observe ethical principles to attain authentic findings and to ensure that entitlements and safety of research participants are observed (Denscombe, 2014). Ethics deal with moral issues relating to acceptable or inappropriate conduct (Neuman, 2014). This implies that researchers need to conform to acceptable ethical standards when undertaking a study. Informed consent, permission to conduct the study, privacy, anonymity and confidentiality are the key aspects of research ethics (Cohen et al., 2018; Creswell, 2014). The study ensured adherence to ethics and values of research through considering the following issues.

1.12.1 Research clearance

To adhere to research ethical issues, a research ethical clearance letter was sought from the University of Zambia Research Ethical Committee. In Tanzania, research clearance and permission were sought from the Commission for Science and Technology (COSTECH) a national regulatory authority for research matters, Ministry of Education and from the Executive Director

(DED) of Kahama Urban District who then authorized the permission to visit the selected secondary schools for data collection purposes. The following sub-sections provide the discussion on how ethical issues were handled in the research field.

1.12.2 Informed consent

The researcher provided clear information about the purpose of the study to the research participants including how data were to be collected, what was to be collected, how they were to participate, their rights, potential benefits of the study and how data obtained were to be reported and stored (Fleming & Zegwaard, 2018). The study participants had to sign an explicit consent form that allowed the researcher to record the interview conversation and serve as approval for their participation in the study. According to Israel and Hay (2006) obtaining informed consent from the study participants is an important part of research practice since it offers an agreement between the informants and the researcher and highlights of all negative and positive aspects of the study making the study participants comfortable to participate in the study.

1.12.3 Anonymity and confidentiality

The term anonymity means ensuring that the names of participants or identities do not appear in the research report, while confidentiality means that the information given by participants should remain undisclosed (Fleming & Zegwaard, 2018). In this sense, the researcher did not mention or use real names of participants during the research activity; instead, hypothetical names were used. Since the study had twelve participants, the researcher used the word ‘participant’ to identify them. The study involved Participant 1 up to Participant 12, and the information given by each participant remained unrevealed and was used for research purposes only. According to Jensen (2020), anonymity and confidentiality are of great importance in maintaining the privacy of study participants and are important steps toward protecting the participants from possible harm ranging from physical to psychological harm.

1.12.4 Physical and psychological harm

The researcher took necessary measures to protect participants from physical and psychological harm. According to Barrow, Brannan and Khandhar (2017), study participants may experience physical or psychological harm such as loss of privacy, boredom, embarrassment, monetary costs, discomfort, and loss of time. This means that, the researcher needs to ensure that participants are protected from any sort of harm. To achieve this, the discussion was held in one to one interview session to ensure privacy and unconditional positive regard to ensure each participant expresses

him or herself freely. Also, the interview discussion lasted for a maximum of 60 minutes to avoid participants feeling tired, bored, restless or hungry (Wechter-Ashkin, 2010). The researcher also had to determine and avoid any potential harm that may arise in the whole process of data collection. According to Van Zyl, Kombe, Okonta and Rossouw (2019), researchers should observe research ethical issues because it promotes integrity, reduces misconduct, and questionable research practices.

1.12.5 Voluntary participation

The researcher did not force study participants or use any form of rewards to persuade them to participate in the study as this could be considered a form of coercion (Buchanan, 2004; Cassell, 2000). The researcher ensured that study participants were free to decline their participation at any time during the data collection process, and there was a mutual agreement between the researcher and study participants before each data collection phase began. In each interview, the researcher explained the goals, purposes and the agency for the study in order to clear any doubts and dilemmas that could impede their willingness to participate voluntarily in the study.

1.13 Chapter summary

This chapter has presented twelve sections. Section one has an introductory part that has given the list of themes that have been discussed in the chapter. Section two has provided a discussion on the background information of the study and the study problem, showing some gaps in the literature that have necessitated the need to undertake this research. The third section has the statement of the problem. The fourth section has given a statement on the purpose of the study, while the fifth section has presented the objectives of the study. Section six has presented the research questions of this study, while the seventh section has explained the significance of the study. Then, section eight of the chapter has explained the theoretical framework and how it underpins the study. Section nine is about the scope or delimitation of the study. Limitations of this study have been explained and discussed in section ten followed by the definition of key terms, ethical consideration and chapter summary in sections eleven, twelve, and thirteen.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents an analytical review of literature related to the present study on teachers' perceptions of the use of corporal punishment in secondary school contexts. Literature review has been organised in a sequence subtheme namely; the concept of corporal punishment, goals of corporal punishment, myths behind its use, effects on students' behaviour and personality, effects on academic achievements, alternative strategies to corporal punishment and global prevalence of corporal punishment. The discussion also includes experiences of corporal punishment in America, Europe, Asia, sub-Saharan Africa, and Tanzania. Lastly, the chapter discusses a research gap existing of the study.

2.2 The concept of corporal punishment

The term corporal punishment has been defined as actions done in order to inflict pain rather than injury to control or correct the misbehaviour of children (Aras at al., 2016). Similarly, Ogando Portela and Pells (2015) defined corporal punishment as the application of physical pain without causing injury with the purpose of remedying children's misconducts. The Convention on the Rights of the Child (CRC, 1989) explains the concept of "corporal punishment" as any physical force, no matter how light, used with the intention of causing pain and discomfort, whether involving smacking, slapping, or spanking. According to Marrow and Singh (2014), corporal punishment involves striking learners across the buttocks or palms using a cane, wooden paddle, slipper, leather strap, or wooden stick. Among other reasons, Lilian (2019), reports that most learners get punished due to coming to school late, missing school without permission, dirtiness or torn uniform, rudeness, fighting, stealing, drug abuse, or any form of disruptive behaviour among children. Therefore, the main concept within corporal punishment lies in the "pain and not injury" inflicted to the child for the purpose of correcting misbehaviours.

2.2.1 Forms of Corporal Punishment

Corporal punishment takes different forms which include striking, slapping, paddling, punching, kicking, smacking, thrashing, shoving, spanking, kneeling for a long time and choking, pinching, caning, scolding and assigning lighter duties among others (Kagoiya, Kimosop & Kagama, 2017). In this section, I discuss on spanking, striking, smacking, slapping and kneeling for a long time,

caning, punching and assigning lighter duties. These forms are reviewed because they are the most common forms of corporal punishment in schools.

2.2.1.1 Spanking

Gershoff and Grogan-Kaylor (2016) discuss the widespread use of spanking as a form of corporal punishment in homes globally. According to Straus (2010), spanking involves hitting a child on the buttocks or other body parts, often using objects like hair brushes or belts, without the intention of causing harm. The purpose of spanking is to correct behaviour and generate pain without causing bodily injury (Gershoff & Grogan-Kaylor, 2016). Spanking is also prevalent in schools worldwide, as reported by Ba-Saddik and Hattab (2013), who note that learners in many countries are spanked by their teachers on various body parts. Zolotor (2011) states that spanking in schools typically involves hitting students on the buttocks. However, Gershoff (2013) argues that spanking is ineffective in promoting long-term obedience. Hine and Rosales-Ruiz (2012) suggest that spanking fails to meet the criteria set by behaviourists for effective punishment, such as immediacy, consistency, and regularity in its application.

2.2.1.2 Striking

Striking has been one of the commonly used forms of corporal punishment that is done through the use of handy items that include belts, rulers, the hand and sticks among others (Iguh & Nosike, 2011). Shumba et al. (2012) point out that in South Africa, many parents confessed to striking their children and a third of the parents divulged that they beat them brutally. Furthermore, it was established that a third of parents who approved hitting their children highlighted they did so ruthlessly using a variety of objects like belts and sticks among others and children from four years upwards there was a high likelihood for them to be beaten. In my view, the types of corporal punishment used at home are the same forms that are administered in school settings as the teachers may also be parents in their own right who act in loco parentis.

2.2.1.3 Slapping

Slapping is a commonly used form of corporal punishment, according to Halpenny et al., (2010). It is often administered on the bottom, hands, arms, or legs. Some believe that the pain inflicted on these body parts is effective in modifying children's behaviour at home and in school. However, McCarthy (2013) argues that slapping is not an effective method of discipline and can have negative social and psychological effects. Therefore, the drawbacks of slapping outweigh any

perceived benefits, as it does not lead to positive behaviour change. This has led to calls for the abolition of corporal punishment.

2.2.1.4 Smacking

Smacking is recognised as a form of corporal punishment used in various settings, including schools. Halpenny et al. (2010) point out that smacking is a common approach in both home and school environments when authorities struggle to address a child's disciplinary issues. In my opinion, smacking is often seen as a secondary disciplinary measure after other methods have been unsuccessful. However, The Royal Australasian College of Physicians [RACP] (2013) argues that smacking is ineffective in managing behavioural challenges and can have negative impacts on children's well-being. Robertson (2017) supports this view by stating that smacking can lead to aggressive behaviour and health issues that affect children's social development. Additionally, Heilmann et al., (2015) suggest that smacking can harm children's self-esteem and is not a recommended disciplinary approach. In summary, like striking, slapping, and spanking, smacking is considered to have limited benefits in terms of behaviour management

2.2.1.5 Kneeling

Research has shown that requiring students to kneel for extended periods is a common form of punishment in primary and secondary schools. Umezinwa and Elendu (2012) specifically point out that this type of punishment is frequently employed in educational environments. Omoyemiye et al., (2014) discuss how teachers make students kneel for prolonged periods, followed by standing with hands raised and eyes closed. Similarly, Kimani et al., (2012) note that in Kenya, teachers often make students kneel on the floor for long periods and then stand outside in the sun with their hands raised for hours. Kimani et al. (2012), reported that 90% of students were being forced to kneel for some time. Kneeling, combined with standing for long periods in front of the class, can lead to feelings of humiliation and emotional distress.

2.2.1.6 Caning

According to Zepeda (2019) caning means a physical discipline of students using a slim cane rod. In Ghanaian context, Yeboah (2020) explains that caning is carried out with a stick or ruler on various body parts to inflict pain for minor or major offenses. In Uganda, Makewa et al. (2017) state that caning has become a common disciplinary method in schools. Yeboah (2020) agrees, noting the prevalence of caning in educational and domestic settings in Ghana. Despite its popularity, caning has faced criticism. Segawa (2016) argues that caning does not contribute to

learning and may lead to increased school dropout rates. Yeboah (2020) also warns that unrestricted caning can result in severe injuries to students. It is important to recognize that caning can cause physical harm to students.

2.2.1.7 Punching

According to Jud and Tracmé (2012) punching means a type of punishment that involves striking someone with body parts such as elbows or the head. Punching is a common method of corporal punishment, as supported by Hecker et al., (2014), who found that 95% of students in Tanzania admitted to being punched by their teachers. This prevalence of punching is not limited to Tanzania but is also seen in countries like Nigeria (Ojo, 2018), Israel (Gemara & Nadan, 2022), and the United States (Akhtar & Awan, 2018). However, like other forms of corporal punishment, punching has a negative impact on teaching and learning.

2.2.1.8 Assigning Duties

The assigning of lighter duties is a form of punishment used by teachers in schools. Umezinwa and Elendu (2014) suggest that tasks such as sweeping and polishing the classroom are given to students who break school rules. In my opinion, these assigned tasks help manage inappropriate behaviour. However, Moyo et al. (2014) argue that these duties may not effectively address misbehaviour as some students do not take them seriously. Ntuli and Machaisa (2014) claim that assigning lighter tasks to students violates their rights and requires constant monitoring by teachers. I have observed that these tasks do not always effectively address behavioural issues in schools, as some students enjoy them and see them as routine chores they do at home.

2.2.2 Goals of corporal punishment

The idea of 'Loco-parentis' has been one of the reasons teachers feel responsible for punishing pupils when they misbehave. The idea is grounded in the doctrine that teachers are as good as parents at school and it allows them to perform some responsibilities of parents in discharging their duties over their students (Ibikunle & Isaac, 2024). Therefore, it is their responsibility to instruct them, enforce rules, and preserve order. The goal for using corporal punishment by teachers have been to instil discipline within students (Engulu & Harris, 2017; Gershoff et al., 2019; Lema & Gwando, 2018). This responsibility has been left in the hands of teachers despite the fact that responsibilities for childcare and rearing in African tradition were for the whole community and not for the parent or a certain group alone.

According to Ibikunle and Isaac (2024), parents frequently neglect their responsibilities and are quick to blame the government, the school administration, and the teachers for the harmful behaviours of their children. Therefore, teachers assuming the role of a parent at school are what most parents would like to see, and most of them justify the use of corporal punishment on their children, believing that it helps to discourage (Johnson, 2019) or preventing future misbehaviours (Dziva, 2019; Western Cape Education Department, 2014; Nagin, 2013; Nagin et al., 2009; Skinner, 1958; Wilson, 2017).

The other goal is that teachers view corporal punishment as a symbol of authority they have on students (Kudenga (2017; Li et al., 2021). The absence of corporal punishment in school might undermines their power and mandate to control students, and consequently the rise of indiscipline behaviours (Abbas at al., 2020; Kagoiya & Kagema, 2018). The other goal for using corporal punishment is that it is the source of respect and discipline for teachers, this can be evidenced from Fareo and Owolabi (2022) in Nigeria, Kabungo and Munsaka (2020), Olakitan (2014), Kimengi and Mwai (2014) however, Mnisi (2021) disagrees that students' respect and discipline cannot be achieved through the use of corporal punishment.

Further, corporal punishment is preferred for the purpose of achieving academic goals. In the study by Noreen, et al., (2021) on relationship between corporal punishment and academic performance in Gojal, Hunza, Pakistan. There was a significant positive association between corporal punishment and academic performance. This was also revealed in the study by Abdi-Idris (2023) on "The Impact of Corporal Punishment on Students' Academic Performance at the Secondary School Level," where many study participants agreed that corporal punishment improves academic performance. The finding is also supported by Mtasigazya (2020), Feinstein and Mwahombela (2010), and Dlamini et al., (2017) whose findings reported that corporal punishment had a contribution on students' academic achievements.

2.2.3 Myths behind the use of corporal punishment

There are a set of myths that exist behind the use of corporal punishment that contribute to its propagation in schools and the community. Some of these myths include:

2.2.3.1 Religious embedded myth

One of the notable myths comes from the Holy Bible (Flynn, 1994). Christians, especially Protestants, support the use of corporal punishment in suppressing child indiscipline behaviours

(Engulu & Harris, 2017). Punishing a child is considered right based on religious teachings from the Holy Bible, as quoted from Solomon, King of Israel (970-930 BCE), who quoted insisting on the use of corporal punishment in Proverbs chapters 13:24, 22:15, 23:13, and 19:18. Also, in the book of 2 Samuel 7:14, it states, “I will be his father, and he will be my son. When he does wrong, I will punish him with a rod wielded by men, with floggings inflicted by human hands.” In Proverbs 13:24, it says, “Whoever spares the rod hates their children, but the one who loves their children is careful to discipline them.” Proverbs 22:15 states, “Folly is bound up in the heart of a child, but the rod of discipline will drive it far away.” Therefore, most Christians believe that the use of corporal punishment is important in upbringing disciplined children; it is a religious obligation and also the will of God.

The other notable myth can be found in the Qur’an, the sacred scripture of Islam, where punishment is being imposed based on the sin committed. Corporal Punishment for example is imposed on someone who commits Adultery, it is prescribed in Surah An-Nur, 24:2, it reads: “The woman or man found guilty of sexual intercourse lash each one of them with a hundred stripes, and do not be taken by pity for them in the religion of Allah (God), if you believe in Allah (God) and the last Day. And let a group of the believers witness their punishment.” (Boulaouali, 2021; Buang, 2003). In case of the theft, the Qur’an prescribe that a thief whether being a male or female should be cut off his hands. This is found in Suuratul Maidah, 5:38 (Ishengoma, 2014). Such religious myths create grounds for corporal punishment being supported in the present societies.

2.2.3.2 Cultural embedded myth

The term “culture” is portrayed as the patterns of traditions, beliefs, values, norms, and symbols that are passed from one generation to the next (Ting-Toomey, 2015), and has an influence on the issue of corporal punishment. According to Dziva (2019), most traditions are pro-corporal punishment, viewing it as a significant aspect of their child-nurturing process. In African culture, corporal punishment is considered a critical entity in child-raising (Musaniwa, 2019). In African traditional societies, each individual belonged not only to a society but also to a sub-sect of that society, and therefore, rearing children was perceived as the responsibility of the community as a whole than individual parent alone (Idang, 2015). In that sense, punishment could be administered by any adult to any child who misbehaved before the elder person; this set the stage for present corporal punishment in modern societies. The association between previous culture and present practices of corporal punishment can also be witnessed in Chinese communities. According to Ho (2018), Chinese societies had corporal punishment throughout their cultural dynasties dating from

the Shang Dynasty (1750 – 1122 B.C) and it was practiced as part of punishment for wrongdoers aimed at behaviour correction. In support of this, Shumba et al., (2016) enlighten that the belief in corporal punishment as a basic and efficient method of regulating a child's behaviour has become deeply rooted and openly acknowledged in different cultures.

2.2.3.3 Ideology embedded myth

Many teachers and adults believe that being beaten as children helped them learn how to behave better. They were beaten for behaviour correction, not humiliated, and it did not harm them. These ideas make some teachers and parents to support the use of corporal punishment (Khuwaja et al., 2018). The other ideas propagating corporal punishment are those mentioned by Dubanoski et al., (1983) and Reinholz (1979) cited in Saboor and Yousuf (2019), such as: (i) some children's misbehaviour can only be managed through the use of physical punishment; (ii) most children do not study unless teachers punish them; (iii) fear motivates children to study regularly and behave appropriately in school; (iv) children who receive corporal punishment generally perform better in exams than those who do not; (v) punishment quickly eliminates misbehaviour; (vi) it facilitates learning; (vii) increases respect for rules and regulations; and (viii) corporal punishment deters aggression. Despite these ideological beliefs, supporters of corporal punishment lack evidence to prove its effectiveness. They argue that since every child is unique and respond differently to corporal punishment; it is incorrect to assume that all children are affected equally by such situations (Choo, Cheung, Lim, Chan & Fu, 2022).

2.3 Effects of corporal punishment on student's behaviour and personality

Corporal punishment has been linked to numerous negative effects on students' behaviour and personality development. Students who are physically punished tend to exhibit psychological and physiological problems (World Health Organization, 2021). Not only do students experience pain, sadness, fear, anger, shame, and guilt, but corporal punishment has also been cited as the source of stress, health problems, and aggressive behaviour (Taylor et al., 2016). Children who are physically punished or maltreated tend to approve the use of physical aggression as a means of solving conflicts even in adulthood (Ehrensaft et al., 2003). According to Gershoff & Grogan-Kaylor (2016) and Heilmann et al., (2021) children who experience corporal punishment develop mental health problems such as depression, low self-esteem, antisocial behaviours, and criminal behaviour. The study conducted by Bassam et al., (2018) reported that corporal punishment affects a child's psychological health, leading to delinquency, domestic violence, nervousness, alcohol abuse, personality disorders, and impaired social relations.

There are more negative than positive effects, despite findings by Mtasigazya (2020) who reported that corporal punishment was a useful tool on controlling unwanted behaviour among secondary school students. Corporal punishment creates a cycle of violence. According to Akers and Jennings (2015), people learn to do what they can do from peers, parents, teachers, coaches and more others. Therefore, students who are physically punished or observe others being punished become the perpetrators of corporal punishment when they become teachers too, hence creating what Ehrensaft et al., (2003) called as propagation of the cycle of violence. Correlatively, Muller et al., (1995) found that corporal punishment influences aggressive behaviour among children as results of social learning.

2.4 Effects of corporal punishment on student's academic achievements

The use of corporal punishment in schools has been linked to various negative educational outcomes, such as increased peer bullying, disruptive classroom behaviours, dislike for school, increased dropout rates, and retaliation against teachers, all of which are essential circumstances for success in education (Ogando Portela & Pells, 2015). In Pakistan, Noreen at al., (2021) conducted a study on relationship that exists between corporal punishment on academic performance and the well-being of school students in Gojal, Hunza. The study employed a cross-sectional survey with a responsive-driven sampling technique. One private and two government schools were selected, with 110 respondents being students from grades 9 and 10. Their study findings revealed that there were a significant positive association between corporal punishment and academic performance, as noted by Dlamini at al., (2017); however, a negative association was also found between corporal punishment and psychological well-being. Moreover, the study reported that boys were more likely to be punished compared to girls. Based on these findings, the study concluded that students who are subjected to corporal punishment are at risk of developing mental health issues. These findings related to those of Rowland, Gerry, and Stanton (2017); Rafique and Ahmed (2019), who found corporal punishment being the source of negative effects such as injuries and poor mental health.

Ekhurutomwen (2021) conducted a study on students' perceptions on use of corporal punishment and how it influences academic performance in selected secondary schools in Benin metropolis, Edo state, Nigeria. The researcher adopted qualitative approach and collected the views of 364 study participants in various schools across the study area including secondary school students, teachers, and principals. The study reported that, corporal punishment did not control students' misconducts rather it catalysed absenteeism and withdrawal from schools. The study found that

when administered correctly, corporal punishment can lead to positive changes in behaviour, ultimately enhancing school discipline and academic performance. In contrast, Nwafor (2021) conducted a doctoral dissertation on the effects of corporal punishment in Eastern Nigerian educational settings using documentary exploratory research. The results showed that teachers and some students supported the use of corporal punishment as a means to maintain classroom order. The fear of being kicked, flogged, or knocked made the students quiet in the class, and the majority supporters of corporal punishment in Eastern Nigeria felt to continue with traditional way of using corporal punishment in the controlling indiscipline behaviours of students. One of the oldest woman in the community insisted “the body listens better than the ears” (Nwafor, 2021:60). Some negative effect of corporal punishment revealed were such as decreased interest in learning, wastage of time, physical injury, psychological torture and absenteeism.

Dennis and Emmanuel (2023) conducted a study on the use of corporal punishment and its effect on academic success in Ghana. The findings outlined the potential positive impacts of corporal punishment, such as immediate deterrence and maintenance of discipline, while pointing out the strong evidence of its negative effects, which included psychological harm, anxiety, disengagement from school, and long-term behavioural issues. These negative outcomes suggest that corporal punishment is more likely to hinder than foster academic success. In the other study by Owade (2020) on learners' attitudes towards physical punishment as a mediator between corporal punishment and academic performance in Shinyalu sub-county, Kenya, it was found that corporal punishment caused unjustified pain and harm to students. They also found that corporal punishment causes hatred for teachers, creating a hostile environment for learning, while few students wanted corporal punishment to continue because there has been an increase in indiscipline behaviours after its ban, a situation that disrupted the teaching and learning process. However, these findings are contrary to those by Mtasigazy (2020) and Dlamini et al., (2017) who found corporal punishment being useful in schools.

Furthermore, negative effects of corporal punishment on academic performance were found by Abdi-Idris (2023) when conducted a study in secondary school students in Mogadishu, Somalia. In his study, 1940 students were involved from eight secondary schools along with 100 parents, 34 head teachers, and 68 disciplinary committee teachers. The study employed cross-sectional survey methodology. The researcher used questionnaires, interviews and document reviews as the main methods of data collection. Both government and private secondary schools were involved in the study. The study found that, corporal punishments were the source of poor academic

performance, serious school injuries and other detrimental impacts, and did not maintain student's discipline. Some parents supported the use of corporal punishment while others opposed it. Nevertheless, most teachers, parents, and students from government schools opposed the banning of corporal punishment, saying the Somali government should find ways to control it since school discipline is necessary for the child's safety, well-being and the school teaching and learning process, so it should not be abolished entirely.

2.5 Alternative strategies to corporal punishment

The study was conducted by Ahmed and Rashid (2023) to determine the use of alternative strategies to corporal punishment in Pakistan using government secondary school teachers. The aim of this study was to explore the alternative strategies adopted by the teachers at secondary school level in replacement of corporal punishment. The quantitative approach was used to adopt descriptive research design. A questionnaire was utilized to gather data in this descriptive survey design research. A sample of 209 government teachers provided the data using online mode of collection. The results of this study revealed that majority of the teachers were using positive reinforcement, motivation (Baker-Henningham & Francis, 2018; Scott & Landrum, 2020; Wetzel & Mercer, 2003), guidance and counselling, non-physical disciplinary measures, and classroom rules setting as alternative strategies to corporal punishment. Similar findings were also noted by Parveen and Akhtar (2023), Asimwe and Kamugisha (2024), Salgong et al., (2016) and Mukuka (2017) who believe that among others guidance and counselling were important strategy to curb misbehaviours of school children.

According to Craddock et al., (2015), friendship can help someone make life changes, and this can be achieved through modelling process where people learn by observing what happen to others. This is agreed upon by Agyekum (2019), Sibanda and Mpfu (2017), Falki and Khatoon (2016) and Govender and Sookrajh (2014) that people are role models to each other and that one personal's behaviour is likely to affect the closest friends. So when teachers are closer to their learners' misbehaviours are likely to be reduced.

Students' discipline, motivation, engagement, and ultimate academic performance are increased by focused intervention of both teachers and parents' communication (Lekli & Kaloti, 2015). Kadama (2016) reported that collaboration between teachers and parents contributes to students' discipline. This was also found in the study by Habyarimana and Andale (2021) in Rwanda and is supported by Olayemi (2019), Samuel and Chwangon (2019), and Ntekane (2018). Similar

findings were reported by UNICEF (2020) and Turay et al. (2022) respectively. Abonyi and Salifu (2023), on the other hand, believe that manual work in the form of cleaning, picking up litter, weeding, sweeping, and scrubbing can be used in place of corporal punishment. This was noted by Chitalu and Phiri (2020), Onyango et al. (2016), Onyango (2019), and Chikwature et al., (2016) but disagreed with by Salome & Sadambi (2016) who view using manual work as unsuitable.

2.6 Global Prevalence of Corporal punishment

Maintaining students' discipline in the 21st century has become a challenging part of the teaching profession, driven by the globalised world and the influence of social media (Kambuga et al., 2018). In this challenge, teachers use corporal punishment as a tool to control unwanted behaviours and maintain school discipline. Therefore, corporal punishment is a global practice widely used in schools, and not associated with a particular social class or race (Alsaif, 2015). Corporal punishment is administered in Africa, Asian countries, Europe, and some states in the United States of America. According to reports by UNICEF (2014), it is estimated that globally nearly 300 million children aged 2-4 years receive physical discipline from parents and caregivers with the same intention. Caregivers use tools such as paddles, belts, or canes to inflict pain on children without considering the socio-emotional effects. An excessive use of corporal punishment on children results in child abuse and negative effects, including depression, aggression, physical abuse, and antisocial behaviours in children (Straus & Mallie, 2009).

2.6.1 Corporal punishment in American context

According to a national survey in the USA, 76% of men and 65% of women believed that children should be spanked (Child Trends, 2015; Watakakosol, Suttiwan, Wongcharee, Kish & Newcombe, 2019). Data from a longitudinal study that involved a number of children born between 1998 and 2000 revealed that almost 50% of American parents had smacked their children between the ages of 2 to 5 years (Mackenzie, Nicklas, Brooks-Gunn, & Waldfogel, 2011). In 2002, the United States of America had 23 out of 50 states in which corporal punishment at school was legal (Wilson, 2002); however, according to Ward, Petersen, Kupchik, and Pratt (2021) and Gershoff and Font (2016), corporal punishment is currently legal in 19 states in the US, and more than 160,000 school children experience corporal punishment each year. In the study done by Chiocca (2017), American parents support the use of corporal punishment as a cultural norm, perceiving it as a necessary part of child parenting. The support for using corporal punishment in United States schools is still high despite the prevalent known negative effects on children (Child Trends, 2015).

According to Staines (1980) Cultural Spillover Theory (CST), the more violence is socially approved, the more such violence will be perpetuated (Flynn, 1999). In light of this theory, the abuse of school children cannot stop if not legally banned; the more it remains acceptable, the more it will be continued, even to worse situation. The following section provides a discussion on the status of the use of corporal punishment in schools among European countries.

2.6.2 Corporal punishment in Europe

The first country in Europe to prohibit the use of corporal punishment in all settings was Sweden in 1979. Following the demands of the United Nations Convention on the Rights of the Child, other European countries also outlawed it. The convention requires every member country to protect children from all forms of violence and child abuse, both physically and mentally. It demands that State Parties must have proper laws in place to prohibit violence, but it also requires States to implement administrative, social, and educational measures to protect children (Bussmann, Erthal & Schroth, 2002). At the national level, 18 European nations have now included this demand in their laws; Sweden (1979), Finland (1983), Norway (1987), and Austria (1989) had already banned corporal punishment before the UN convention. These four countries have since been followed by Cyprus (1994), Denmark (1997), Latvia (1998), Croatia (1999), Germany (2000), Iceland (2003), Bulgaria (2003), Ukraine (2004), Romania (2005), Hungary (2005), Greece (2006), the Netherlands (2007), Portugal (2007), and Spain (2007) (ibid). Generally, the use of corporal punishment in schools has been outlawed in almost all European countries except for Belarus and Vatican City; however, there is no primary or secondary schools in Vatican (Gershoff & Elizabeth 2017). The following discussion focuses on the prevalence of corporal punishment in Asian countries.

2.6.3 Corporal punishment in Asia

Historically, in East Asian countries, corporal punishment was nearly generally accepted and routinely used for disciplinary purposes (Feng, 2021). However, currently, there has been an increase in commitment to legally protect children from corporal punishment. In East Asia, the use of corporal punishment in educational settings is prohibited in the following states: Japan, Mongolia, New Zealand, China, Philippines, Kiribati, Fiji, Lao PDR, Viet Nam, Vanuatu, Tonga, Thailand, Taiwan, Marshall Islands, Micronesia, Nauru, Cook Islands, and Republic of Korea (End Corporal Punishment, 2021). States that have only expressed commitments to prohibit corporal punishment in schools are Cambodia, Indonesia, Myanmar, and Timor-Leste. Nevertheless, some other states have no clear commitment to law reform on corporal punishment; these are Brunei

Darussalam, DPR Korea, Australia, Malaysia, Solomon Islands, Singapore, Palau, Papua New Guinea, Samoa, Niue, and Tuvalu (Dodd, 2018). In South Asia, some countries have legislation to protect children against serious physical punishment, but in most of these countries, various laws and acts state that parents and teachers have the right to use violent forms of punishment if that punishment is ‘reasonable’ or ‘moderate,’ or if it is believed to be in the best interest of the child (Dodd, 2018). The following table shows the status of corporal punishment in East Asian countries.

Table 2. Showing status of corporal punishment in some East Asian countries

Country	Law	Comments
Bangladesh	No legal provision	-
Bhutan	No legal provision	-
India	No legal provision	Judiciary markings against corporal punishment
Maldives	Law on Protection of the Rights of the Child (1991)	Corporal punishment in schools must not affect the child physically or psychologically
Nepal	Children’s Act (1992)	Prohibits cruel treatment but allows beating for correcting misbehaviour.
Sri Lanka	Constitution of Sri Lanka	Prohibits cruel treatment, but corporal punishment by teachers is allowed.
Pakistan	Criminal Procedure Code	Prohibition against beating a child but corporal punishment continues in schools and homes.

Source: de Silva (2007).

The study conducted by Khanal and Park (2016) aimed to elaborate on the situation of corporal punishment practiced in private schools in Kathmandu, Nepal. Adopted a qualitative approach with a case design, focusing on one private school in Kathmandu, the capital city of Nepal. The study involved more than 2000 students and 100 teachers. Results from focus group discussions (FGDs), observation of classroom practices, and situational interviews with parents, teachers, and students indicated that most teachers and parents believed that the best way to discipline children is through physical punishment because it creates fear in them, prevents misbehaviour, promotes obedience, and helps them perform well academically. Teachers and administrators were found to be ignoring the rights of the child and the principles of child psychology and development, while students had accepted corporal punishment as a cultural norm in the school. This study was significant for understanding why most teachers in private schools in Nepal often used corporal punishment on students during teaching and learning periods. In a similar vein, a study conducted by Sathiadas, Antonyraja, Viswalingam, and Arunthavavinajagamoorthy (2020) in the Jaffna District of Sri Lanka found school corporal punishment were prevalent despite being against the

law. These study findings show that corporal punishment is still common in schools in certain Asian countries, despite being banned.

2.6.4 Corporal punishment in sub-Saharan Africa

The African Charter on the Rights and Welfare of the Child, articles 11 and 20, guarantee the right of every child to be protected from violence and maltreatment (Vohito, 2021). Several initiatives have been undertaken by African countries, including the initiation of agreements, agendas, national bills, circulars, and guidelines aimed at reducing and discouraging the use of corporal punishment in schools (Global Initiative, 2017). These initiatives call on governments to ensure that the use of corporal punishment in school settings is made illegal and unrecognised in their constitutions. Despite these initiatives, the goal of achieving a total ban on corporal punishment is progressing slowly and diminishing day by day (Global Initiative, 2016). The report by Global Initiative (2017) indicates that some African countries have outlawed corporal punishment in their educational settings, but in reality, they have only implemented a partial ban. This situation implies that children continue to experience violence. The findings of the National Survey (2019) in Kenya, East Africa, where corporal punishment is unlawful in schools under the Constitution and the Basic Education Act 2013, revealed a high prevalence of corporal punishment and psychological aggression against children by both teachers and parents. Almost half of females (48.2%) and males (41.7%) aged 13-17 experienced physical discipline or verbal aggression from parents or caregivers and there was a high level of acceptance of corporal punishment by teachers (Global Initiative, 2022). The following table shows prevalence of corporal punishment in some of sub-Saharan Africa countries.

Table 3. Corporal punishment in selected African countries regardless of legality

COUNTRY	LEGAL STATUS	YEAR	% OF STUDENTS SUBJECTED TO CORPORAL PUNISHMENT
South Africa	Banned	2013	50% of students
Botswana	Legal	2007	92% of students
Cameroon	Banned	2000	97% of students
Central Africa Republic	legal	2013	51% of male 45% of males
Uganda	banned	2015	90% of students experience corporal punishment
Egypt	legal	1998	80% of boys, 61% of girls
Equatorial Guinea	legal	2011	54%
Ethiopia	banned	2009	38% of 8 years old and 12% of 15 years old
Ghana	Legal	2010	71% of students
Kenya	Banned	2010	41% female students, 46% reported to have received corporal punishment
Malawi	Banned	2007	48% of students
Tanzania	legal	2014	98% of boys, 91% of girls
Togo	Banned	2005	88% of girls and 79% of boys
Morocco	Legal	2005	87% of students
Mozambique	Legal	2009	40%
Benin	Banned	2009	88% of girls were beaten in school

Gershoff (2017)

2.6.5 Corporal punishment in Tanzania

Corporal punishment in Tanzanian mainland schools is a legal practice in accordance with Article 60 of the National Education Act number 25 of 1978 and the amended Act number 294 of 2002. Corporal punishment, according to these regulations, means “punishment by striking a pupil on his hand or on his normally clothed buttocks with a light, flexible stick but excludes striking a child with any other instrument or on any other part of the body” (URT, 1978; 2002). In this regulation, the head teacher or another authorized person is mandated to administer corporal punishment to the student on the palm (for girls) or the buttocks (for boys) (ibid). Despite calls from various individuals and non-governmental organisations to end corporal punishment in schools, the government has made no effort to end it, and there has been an increase in students’ misbehaviour in secondary schools in Tanzania. A notable example of such misbehaviour occurred in Chunya District, Mbeya Region, in the south of Tanzania, where students burned dormitories as a result of the confiscation of their illegally owned mobile phones in August 2020 (Mtasigazy, 2020). In this incident, the Regional Commissioner used corporal punishment to discipline 14 students, and another 392 students were suspended from school. Following the incident, the late President of the United Republic of Tanzania, Dr. John Pombe Magufuli, commended the Regional Commissioner for the punishment he imposed and ordered all Form Five and Form Six students to be suspended from the school amid the incident.

The continued use of corporal punishment in schools make Tanzania one among sub-Saharan African countries where corporal punishment is politically supported and officially accepted as an appropriate strategy to curb students’ indiscipline behaviours. This scenario has attracted various scholars and stakeholders to studying the authenticity of corporal punishment in the context of Tanzania mainland schools. A survey made by Human Right Watch among 254 teachers and 194 students from government or private secondary schools in Iringa Region of Tanzania found corporal punishment being the most common form of punishment in secondary schools (Human Rights Watch Report, 2017). The study by Lumato and Mwila (2022) on stakeholders’ perceptions on the use of alternative punishment in maintaining school discipline in Bagamoyo, Pwani Region of Tanzania found that corporal punishment was not seen as negative phenomenon. Something so significant notable from this study is that the findings from a sample of 112 students who participated in the study revealed that although the government and educational activists would like corporal punishment to be prohibited in schools, nearly half (44.6%) of the students disagreed with the idea that corporal punishment is a bad strategy, 43% of students disagreed with the idea

that corporal punishment should be prohibited in schools and (38.4%) of students disagreed that corporal punishment develops fear in students.

Nevertheless, Mtasigazya (2020) conducted a study on the effects of corporal punishment on student discipline in selected secondary schools in Bukombe District, Geita region of Tanzania. The study utilized a qualitative approach with a case study design and involved 70 participants selected through purposive sampling. Data was collected through interviews and document analysis in six ward secondary schools. The study revealed that corporal punishment played a significant role in maintaining discipline among students, with only those displaying misbehaviour or poor academic performance being subjected to it. The study recommended that teachers receive training on the proper administration of corporal punishment to ensure compliance with the 1978 National Education Act regulations. These findings are in line with the perspectives of Hassan and Bali (2013), who suggested that society may not be ready for the complete abolition of corporal punishment, advocating for a balanced approach that includes alternative disciplinary methods. Alsaif (2015) also supports the use of corporal punishment in education as long as it is applied judiciously, considering factors such as timing, intensity, and justification.

Supporters of corporal punishment have insufficient reasons to justify why it should be permissible and morally acceptable compared to those opposing its use. Aristides and Mwila (2022) conducted a study in Dar es Salaam, Tanzania on the effect of corporal punishment on pupils' school attendance in public primary schools. The main objectives of the study were to identify the kind of corporal punishment used and the effects of corporal punishment on school attendance in public primary schools. They employed both qualitative and quantitative methods with a descriptive survey research design. The study found that corporal punishment was the precursor to behaviours such as absenteeism, truancy, and dropout, and instilled fear, anger, anxiety, physical harm or injury, and humiliation in the pupils concerned. The study recommended either revisiting the regulation of corporal punishment or banning it altogether in the Tanzanian education system. The above findings relate to those of Munir and Hussain (2019) (in Pakistan) who found corporal punishment being linked to problems such as poor cognitive development, anxiety, depression, lack of creativity, poor socialisation skills, and academic performance of students but contrary to Mtasigazya (2020), Hassan, and Bali (2013) (in Tanzania) who found corporal punishment being useful and a necessary component of schools.

Furthermore, according to Stein, Steenkamp, and Tangi (2019), who studied the impact of corporal punishment on the academic performance of secondary school students in the Mwanza region, students who were subjected to violence from their teachers suffered physical, psychological, and sexual abuse. These findings align with Mwinjuma's (2018) research in Dodoma, where a student who was physically punished by a teacher experienced psychological trauma, low self-esteem, physical pain, and thoughts of self-rejection. The study emphasizes the need for the government to establish and enforce policies to eliminate corporal punishment in schools, as it leads to more negative consequences than positive outcomes. In the same vein, Ngussa and Mdalingwa (2017) highlighted in their research indicating adverse outcomes of corporal punishment such as increased dropout rates and student anxiety, and suggesting the need for alternative disciplinary measures aligned with contemporary educational principles.

2.7 Research gap

Despite the numerous studies conducted to evaluate the issue of corporal punishment in Tanzania's secondary schools, students continue to experience it. Proponents of corporal punishment argue that without its use, students' discipline will decline, resulting in poor academic performance (Saboor & Yousuf, 2019). Opponents contend that corporal punishment has more negative than positive impacts on students (Gershoff & Grogan-Kaylor, 2016). Despite the ongoing debate in the literature, there is limited understanding of teachers' perceptions on the use of corporal punishment to manage the behaviours of secondary school students in Tanzania. Existing research has primarily focused on exploring the effects, challenges, and efficacy of corporal punishment from the perspectives of students, parents, and school administrators, with less attention given to teachers' perceptions. Addressing this gap, the present study sought to investigate teachers' perceptions on the use of corporal punishment in selected public secondary schools of Kahama Urban District, in Tanzania.

2.8 Chapter Summary

This chapter has highlighted the scholarly definition and explanations of the concept of corporal punishment, discussed the goals for the practice of corporal punishment, and other reasons why teachers prefer using corporal punishment. The chapter has also discussed the myths behind the use of corporal punishment in schools, the effects of corporal punishment on students' behaviours and well-being, and the effects of corporal punishment on students' academic performance. The chapter has also provided a discussion on the global prevalence of corporal punishment, presenting tables showing the status and prevalence of corporal punishment in Asia and sub-Saharan African

countries. Furthermore, the discussion has focused on sub-sections that explain corporal punishment in America, Europe, Asia, and sub-Saharan African countries, with Tanzania included. Lastly, the chapter has presented a discussion on the research gap of the study and the chapter summary. The next chapter discusses the research strategies and methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter presents a discussion on research design, study site, study population, study sample, sampling technique and instruments for data collection. It also presents a discussion on data collection procedures, data analysis process, trustworthiness of the study and ethical considerations of the study. The chapter also explains how the study was carried out and the justification behind each method selected and used in this study.

3.2 Research approach

To study the perceptions of teachers on the use of corporal punishment in selected public secondary schools, the researcher employed a qualitative research approach under the social constructivism paradigm. The researcher's goals were to gain a specific understanding of the phenomenon based on the experiences of practitioners within their unique context (Alharahsheh & Pius, 2020; Pham, 2018; Creswell, 2013). This approach enabled the researcher to enter the study participants' personal world and gain an understanding of their knowledge, feelings, and experiences related to the phenomenon (Creswell, 2013). The qualitative research approach was useful since it allowed the researcher to collect multiple realities, subjective meanings individuals have, events and practices in a social setting (Flick, 2014). To that end, this approach selected raised the confidence level within data collected and added value to the study results.

Furthermore, the use of a qualitative approach also enabled a holistic understanding of experiences study participants had in their specific social contexts. Since it was an idiosyncratic approach, it enabled the researcher to collect and understand individuals' meanings, voices, cases, events, and viewpoints in a more precise way (Rahman, 2020; Denzin & Lincoln, 2002). Not only does the qualitative research approach allow for the discovery of subjective meanings individuals have, events, and practices in a cultural context, but also it was a collaborative approach with a flexible structure that could be constructed and reconstructed to enable participants to have sufficient freedom to determine what is consistent for them (Corbin & Strauss, 2008; Flick, 2011; Maxwell, 2012). According to Rahman (2020), researchers who use the qualitative research approach are likely to gain a deeper understanding and in-depth analyses of an issue when compared to using a quantitative approach that focuses on generalizing data from the study population. This approach

allowed the researcher to qualitatively explore teachers' perceptions on corporal punishment in two secondary schools of Kahama Urban District successfully. It helped the researcher understand the phenomenon, gather insights, and make study recommendations.

3.3 Research design

The study adopted a case study design; the cases under this study are two secondary schools that were purposively selected. Merriam and Tisdell (2015), and Stake (1995) explained a “case” as an event, an entity, an individual, or even a unit of analysis and suggested that multiple cases can be studied or included in the same study. According to Brown (2008) and Yin (2012), a case study provides an opportunity for the researcher to learn from experiences within the context in which the activity or event takes place. The study was conducted in the context of two secondary schools where the participants were employed and events were taking place. The case study design also allowed the researcher to study phenomena deeply and create a space for precise and in-depth understanding of an issue (Coombs, 2022). The chosen design was helpful as it enabled asking and answering questions related to ‘why’ ‘how’ and ‘what’ allowing the researcher to explore the phenomenon fully and gain detailed understanding and new insights into the problem (Yin, 2009).

Case studies according to Karlsson (2016), help not only in exploring problems in real-life experiences but also in explaining complex social situations and exploring other possible influencers within the case that might not be captured through experimental design or descriptive surveys. The case study design, therefore, enabled the researcher to learn better from the study participants and gain multiple perspectives of teachers' perceptions on the use of corporal punishment in selected secondary schools through the responses they shared in response to the researcher's questions (Lucas et al., 2018).

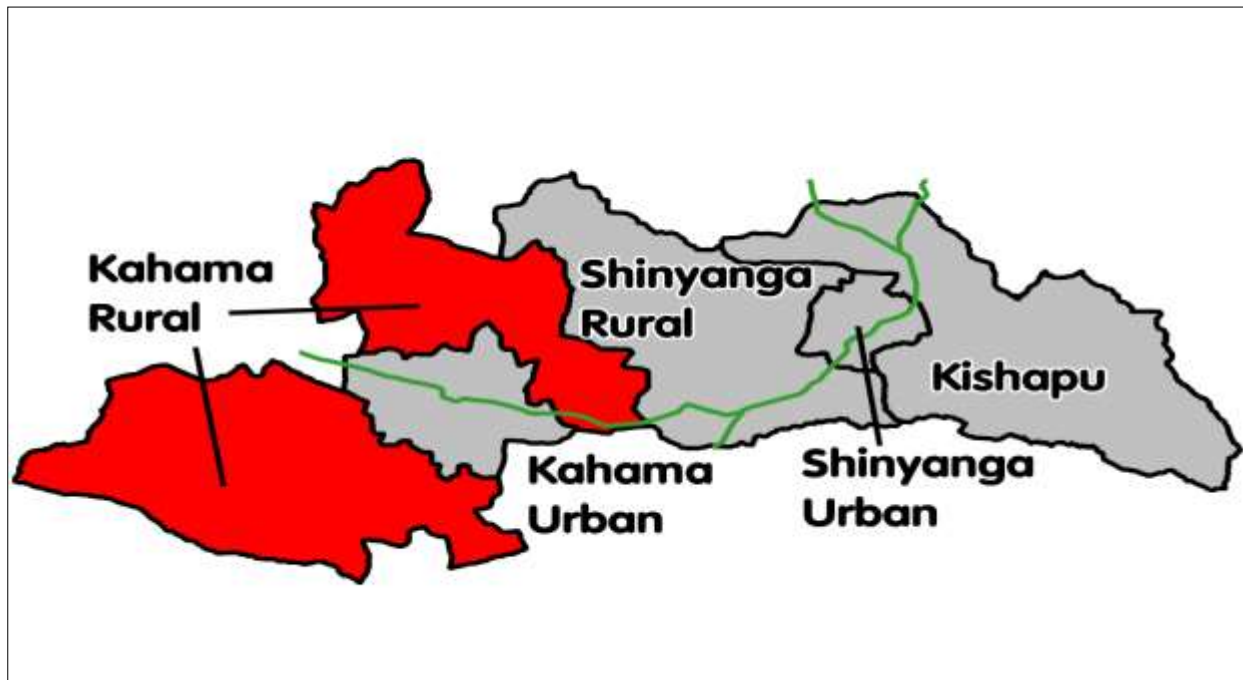
The case study design was also advantageous to this study since it enabled the researcher to learn more from study participants' body language which added value to the qualitative data collected. Raju and Swamy (1997) found that body language accounts for 55% of human communication, spoken words for 7%, and tonal language for 38%. In light of this fact, learning from study participants' non-verbal behaviours could provide the researcher with clues as to whether there is agreement, disagreement, or excitement regarding the questions posed during the discussion (Kapur, 2021). Therefore, choosing case study methods enabled the researcher to closely examine the data within specific contexts and understand the behavioural conditions from the actors' perspective (Gerring, 2006). Additionally, it enabled me to delve deeper into areas of interest or

gather rich information, possibly through the use of the semi-structured interview method adopted in this study.

3.4 Study setting

The study was conducted in Tanzania, specifically in Kahama urban district of Shinyanga region. Kahama district is located between latitude 3° 49' 55" south of the equator and longitudes 32° 36' 37" east of Greenwich. The district has a total population of 453,654 with the main economic activities being livestock keeping, farming, timber, and mining (URT, 2022). Teachers working in this study area had enough information about corporal punishment since children attending school in urban areas exhibit higher levels of misbehaviours compared to children attending school in rural areas (Tanase, 2020). In addition, according to Rodrigues et al., (2021), schools in urban areas have a larger enrolment rate compared to schools in rural areas. Therefore, misbehaviours arise due to problems in managing a large number of students in relation to a small number of teachers. According to Munyasia (2008), the larger the number of students in the school, the more complex it becomes to control and maintain students' discipline leading to a greater chance of behavioural problems. Additionally, based on the findings of Balilonda (2015), Deh et al., (2022) and Owusu and Dwomoh (2012), students living in areas with mining activities are more likely to exhibit high levels of misbehaviours at schools compared to students living in areas without mining activities. Since Kahama Urban District is located near the Buzwagi gold mine areas, its schools might experience similar situations (Balilonda, *ibid*). Therefore, teachers in these schools were familiar with the practice of using corporal punishment and how was it useful on controlling unwanted behaviours of students. The figure below shows the map of the research site.

Figure 1:A map showing the research site



(Source: Google Maps)

3.5 Study Population

This study targeted teachers with teaching experience of not less than five years, who were teaching in public secondary schools of Kahama Urban District. The district had 15 public secondary schools with 463 teaching staff (Secondary Education Department, 2021). Two secondary schools were selected as the cases for this study. The study used a small sample of schools because the purpose of this qualitative research was not to generalize the findings to a larger population but rather to explore the perceptions of teachers on the use of corporal punishment and gain an understanding of what happens within the cases in relation to the research objectives (Dworkin, 2012). The schools selected were not identified by their real names but rather through the alphabets A and B in order to adhere to ethical considerations.

3.5 Sample Size and Sampling technique

The sample size and sampling technique are described in the following sub-sections below;

3.5.1 Sample Size

The study involved a sample of 12 participants who were purposively selected. 12-15 participants are acceptable in qualitative case study design as recommended by Creswell (2013), Marshall, Cardon, Poddar, and Fontenot (2013), Sandelowski (1995), and Yin (2014). The sample consisted

of two academic masters (AM), two discipline masters (DM), and eight class teachers (CT) who were selected from two secondary schools. The teachers who were interviewed had at least five years of work experience. This criterion enabled the recruitment of teachers who had experience with the use of corporal punishment and how it was used to control unwanted behaviours. Purposive sampling was achieved with the help of the school's headmaster, who knew the most experienced teachers. The study was bias-free as it involved five (5) female and seven (7) male study participants. The justification for the sampling procedures used has been explained in section 3.5.2 below.

Table 1: Showing sample distribution

Participants category	Number	Procedure used	Criteria used
Academic Masters	2	Purposive sampling	Responsibilities and five years of work experience or more
Discipline Masters	2	Purposive sampling	Responsibilities and five years of work experience or more
Class Teachers	8	Purposive sampling	Five years of work experience or more
Total	12		

3.5.2 Sampling techniques

This study adopted a non-probability sampling technique wherein purposive sampling technique was opted and used to select study participants. Purposive sampling, according to Maxwell (1996), is a strategy in which particular settings, events or persons are selected deliberately because they have important information that cannot be obtained from other choices. A researcher selects study participants with rich information and who are expected to have the correct attitude, knowledge or understanding about the phenomena than other classes of people (Showkat & Parveen, 2017). In regard, the researcher selected secondary school teachers with a minimum of 5 years working experiences, and who had Diploma or Bachelor degree in education or more. This sample were useful since they had accurate information about the usefulness of corporal punishment in controlling unwanted behaviour of secondary school students than any other classes of people in

the community based on their profession, daily responsibilities and experiences they had on managing students' discipline (Kambuga at al., 2018).

Non probability sampling is preferred in qualitative studies because it uses small but acceptable sample which is enough to learn about the phenomena rather than making generalisation on the target population. This study used 12 study participants, Yin (2003) defined a non-probability as a sampling technique that focuses on small sample and aims at exploring a real life phenomenon rather than to make statistical inferences about the wider population. This means that a sample of participants or cases does not need to be representative or random, but a clear rationale is needed for the selection of certain cases or individuals over others (Taherdoost, 2016). This study adopted purposive sampling technique so that the researcher could select a sample that would provide precise and accurate information regarding the study's research questions.

3.6 Data Collection methods

Solymosi and Bowers (2018) explained the term “data collection methods” as the techniques used by the researcher to gather information from respondents for research purposes. In this study, field data were gathered through the use of the interview method, specifically a semi-structured interview. The researcher chose to use a semi-structured interview since gathering information about teachers' perceptions on the use of corporal punishment requires participants to express their views, opinions, feelings, and experiences, and such data can be precisely collected using semi-structured interviews. In support of this, Gubrium and Holstein (2001) commented that a semi-structured interview is deemed appropriate when there is a need for collecting in-depth information about people's views, opinions, feelings, and experiences. Magaldi and Berler (2020) explained a semi-structured interview in general terms as one that is based on a guide and is typically focused on the main topic. Additionally, Magaldi and Berler (2020) argue that the semi-structured interview, despite its topical trajectories provided prior to the interview, enables a researcher to delve deep for discovery. In this sense, the chosen data collection method was appropriate for this study. The sub-section below discusses how the semi-structured interview was used as an effective instrument for data collection.

3.6.1 Semi-structured interview

The choice of a semi-structured interview was preferred because it offers sufficient flexibility and adaptability to approach different respondents differently while still covering the same areas of data collection. The use of a semi-structured interview provided the researcher with the ability to

use interview guides to ask open ended questions to the participants and to ask more follow-up questions on any interesting issue that emerged from the discussion on the particular theme (Carruthers, 1990). Gathering views and information about teachers' perceptions on the use of corporal punishment requires collecting in-depth information from the study participants. In that sense, face to face semi-structured interview was adopted to collect data from twelve study participants (teachers) as explained and identified in section 3.6.2 above. In particular, class teachers (CT), academic masters (AM) and discipline masters (DM) were able to provide prolific information regarding the practices of corporal punishment in their schools since they are key stakeholders, experts in the education sector who are directly involved in managing students' discipline than any other class of people.

Furthermore, the researcher sought consent from the study participants to record the interview conversation, the granted consent allowed the researcher to be more actively engaged in the conversation rather than jotting down some notes. This consent helped to secure an accurate account of the conversations and prevent data loss because not everything could be written down during the interview. It also enabled the researcher to comfortably think of the best next probing question as well as providing participants with more freedom to express their views freely in their own words (William, 2015). In case the consent declined, the researcher had prepared to take notes as an alternative method whereby the interview guide was produced in a number of layouts bound as a booklet with ample blank space between items for writing out the answers provided by the study participants (Adams, 2015).

In addition, the semi-structured interview technique enabled precise collection of data from different participants' points of view. To achieve this, the data sources triangulation technique was used by comparing the views of teachers in order to distil useful information for the study. Based on Begley's (1996) idea, data source triangulation involves gathering multiple views from different informants on the same phenomenon. Begley mentioned three crucial forms of data source triangulation namely; time, space and persons. In this study, the researcher utilised person data triangulation in which data were collected from more than one level of persons (Curtin & Fossey, 2007). In that sense, data were collected from twelve (12) secondary school teachers who were purposively selected to enable a full understanding of the research problem.

3.7 Data analysis process

The collected data were analysed using thematic analysis. This method involves identifying the emerging themes within qualitative data (Braun & Clarke, 2006). Thematic analysis was a good method for this study because it helped the researcher to interpret and make sense of data rather than merely summarising statistical data (Maguire & Delahunt, 2017). The other advantage is that, it is a method rather than a methodology, meaning that, unlike many other qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective (Clarke & Braun, 2013; Maguire & Delahunt, 2017). This makes it a more flexible method, easy to apply and use even by junior researchers (Maguire & Delahunt, 2017).

To achieve data analyses, the conversation between the researcher and the study participant was audio-recorded and re-named using a unique number to avoid confusion and contradiction. The researcher then transcribed each audio recording to produce textual data. From the textual data, the researcher read and re-read the findings in order to identify themes and sub-themes that emerged from the study. The themes were subjectively analysed and interpreted by the researcher to extract the message and meaning they contain. The findings extracted were then presented and explained meaningfully in a manner that addresses the research questions in Chapter Four through descriptions in the form of words, phrases, sentences and the direct quotation from study participants based on research objective.

3.8 Trustworthiness

Establishing the trustworthiness of the study is a central issue in any research activity. Therefore, like validity and reliability in quantitative research, in qualitative studies, the term trustworthiness is used instead and it is enhanced through the concept of credibility, transferability, dependability and confirmability of the study (Lincoln & Guba, 1985). According to Law (2002) and Stahl and King (2020), establishing the trustworthiness of research raises the confidence level and authenticity of study findings for readers. The discussion below in sub-sections explains how the trustworthiness of the study findings was established in this research activity.

3.8.1 Credibility

Credibility refers to the extent to which research findings are believable, trustworthy, and accurate. Stahl and King (2020) note that credibility means asking, “How congruent are the findings with reality?” This question relates to the issue of internal validity in quantitative research. To promote credibility, a triangulation method was used where the information was collected through multiple

sources of data (Stahl, & King, 2020). Parry (1998) cited in Lelissa (2018) observes that gathering data from multiple perspectives on the same incident helps reduce the negative impacts of a single source of data on research and assures the accuracy of research findings. In this sense, semi-structured interviews were used to collect views, opinions, and experiences from twelve study participants, an activity that enabled personal data-source triangulation (Curtin & Fossey, 2007; Stahl, & King, 2020). Additionally, the use of purposive sampling techniques promoted the credibility of study findings since it enabled the collection of information from a suitable sample that could provide prolific and concrete information that answer research questions.

3.8.2 Transferability

Transferability refers to the extent to which research findings can be applied to other contexts. The concept of transferability in qualitative studies is similar to that of external validity in quantitative research which pertains to the generalisability of study findings. However, in qualitative studies, it raises the question to whether the findings obtained can be transferred to or be useful in other settings (Polit & Beck, 2014; Shenton, 2004). Transferability of study findings was achieved by adopting what Geertz (1973) termed as ‘thick description’ where the researcher describes the event and context in sufficient detail so that readers and researchers ‘can judge the transferability’ and apply or transfer relevant knowledge and findings to their own site (Stahl, & King, 2020). Therefore, sufficient descriptions were provided about study participants and the environment(s) in which the study took place (Merriam, 1995), case study location(s) and the economic activities in the area, the number and the type of participants studied (Denscombe, 2017), data collection methods, data analysis procedures, the number of schools that participated and the length of data collection sessions were also described (Nowell, et al., 2017). Detailed descriptions of study contexts were provided to give readers a complete picture of the circumstances and environment in which the study was carried out to enable them judge the relevance of the study findings to their settings.

3.8.3 Dependability

Dependability refers to the extent to which the research study’s findings are consistent and repeatable. The term “dependability” is used in qualitative research in place of the term ‘reliability’ in quantitative research (Clont, 1992; Lincoln & Guba, 1985; Seale, 1999). It asks the question of whether the study results are consistent even through repeated trials by other researchers. According to Koch (1994), dependability is when another researcher arrives at the same or

comparable findings, not necessarily the same conclusion when using the same data, perspective, and situation. To promote dependability, the researcher used the Peer debriefing method where other research-experienced colleagues were given a chance to read and react to field notes. According to Stahl and King (2020), the interpretation and reaction from the other researcher on study findings assure the researcher of the authenticity of the data. Similarly, the expert vetting method was used to ensure the findings obtained and reported are dependable; here the supervisor provided necessary guidance on research data collection tools and prepublication reports, and provided recommendations on strengths or weaknesses for modifications (Stahl & King, 2020). To that end, the study was able to collect dependable data, hence the trustworthiness of the study.

3.8.4 Confirmability

The concept of ‘confirmability’ asks whether the findings and researcher’s interpretations are derived from field data rather than the researcher’s imagination (Liamputtong, 2019; Tobin & Begley, 2004). To establish confirmability, researcher ensured a well-documented research procedure, transparent data collection methods, and rigorous data analysis (Tobin & Begley, 2004; Nowell et al., 2017). Guba and Lincoln (1989) argued that confirmability can be achieved when other trustworthy criteria such as credibility, transferability, and dependability have been established. Therefore, to achieve this, the researcher provided descriptions and justifications for the choice of theoretical, methodological, and analytical procedures used to help other readers understand how decision was made behind the choice of each methodology.

3.9 Chapter summary

This chapter has presented a discussion that focused on the qualitative research approach adopted by this study. The case study research design used in the study has been discussed, and the study setting has also been explained in detail. The target population of the study, the sample size, and the sampling techniques employed in selecting study participants have also been discussed. Data collection methods are explained in this chapter, with particular reference to semi-structured interviews. The chapter also presents the data analysis process and measures for enhancing trustworthiness, focusing on credibility, transferability, dependability, and confirmability. The next chapter will focus on the presentation of study findings.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Overview

This chapter presents study findings that aimed to explore teachers' perceptions on the use of corporal punishment in selected public secondary schools of Kahama Urban District, Tanzania. The findings are presented based on research objectives, which were: to establish teachers' views on how useful corporal punishment is in controlling unwanted behaviour of secondary school students, to explore teachers' perceptions on the side effects of using corporal punishment in controlling unwanted behaviour of secondary school students, and to find out the alternative strategies teachers can use in controlling unwanted behaviour of students in selected public secondary schools in Kahama Urban District. In presenting the study findings, the researcher maintained the original statements spoken by study participants in order to avoid the loss of concrete meaning conveyed by study participants. The study was bias-free as it involved five (5) female and seven (7) male study participants. The findings of this study are presented below in line with the research objectives in sections 4.2, 4.3, and 4.4.

4.2 Research objective one: To establish teachers' views on how useful corporal punishment is in controlling unwanted behaviour of secondary school students

This research objective aimed to investigate teachers' views on the usefulness of corporal punishment in controlling unwanted behaviour of secondary school students in selected schools in Kahama Urban District. The researcher conducted interviews with twelve (12) teachers from School A and B, and the following sub-themes emerged from the interviews: corporal punishment was useful as a reminder, a tool for behavioural change, a source of respect and discipline for teachers, an enhancer of pass rates, and a symbol of teachers' authority and power.

4.2.1 Corporal punishment acts as a reminder

Participants indicated that what makes corporal punishment useful in controlling discipline is the pain that learners experience when corporal punishment is administered to them. Such pain becomes a reminder every time they think of misbehaving.

Participant 2, had the following to say:

“... Corporal punishment, including beating a student and other harsh punishments are very effective in shaping the discipline of students. Those who are punished are likely to

strive not to repeat the same misbehaviour to avoid further punishment. For example, a student who misbehaves by not greeting their teachers may start greeting them to avoid being punished again. With consistent enforcement, this behaviour is shaped within them, ultimately leading to the desired behaviour.”

Participant 2 continued by saying:

“...Corporal punishment must be used in schools in the first place. This is because we receive students who come with different behaviours, so we use corporal punishment to detach them from the behaviours they bring to school. These punishments remind them of what they are being punished for, serving as a deterrent from engaging in bad behaviour.”

Participant 4 expressed a similar view when he said, *“... we give them corporal punishment when they misbehave so that they remember the consequences of their actions. This serves as a reminder of the negative outcomes of misbehaving, which may deter them from repeating such behaviour in the future.”*

From the narratives presented under the above theme, it is clear that the fear of pain is what makes students remember to avoid misbehaving. Many participants agreed that corporal punishment, as a reminder, has greatly contributed to shaping the good behaviour of students in their schools.

4.2.2 The tool for behavioural change

Despite contrasting views, most participants opined that corporal punishment was a necessary tool for changing the behaviour of students in their schools. In one interview, an academic master narrated that he was working in one of the private schools before being employed by the government. The school management decided to ban the use of corporal punishment in their school, but what happened was astonishing. The school climate changed, students were no longer respecting their teachers or doing class tasks responsibly. What was extremely shocking was that when parents discovered that the school was no longer using corporal punishment to discipline their children, they complained and later started transferring their children to other neighbouring schools where corporal punishment was used. So, they decided to re-introduce corporal punishment to restore the situation. One participant said:

“...the school management decided to ban the use of corporal punishment to punish students. As a result, students began to despise their teachers, became lazy, did not participate in class activities, and generally lacked good manners. Eventually, parents also

started lamenting, and some decided to transfer their children to other schools where corporal punishment was still practiced.” (Participant 6).

Participant 2 concurred with the preceding views who stated that: *“...as an experienced teacher, I normally advise teachers to punish a student heavily in order to cause considerable pain within a student. If there is no sense of pain caused, you cannot change the behaviour; it becomes a joke” (Participant 2).*

In views of participant 10, students change their behaviour and become disciplined because they know what might happen to them when they misbehave:

“...it is not me who said action speaks louder than words, it means when we keep speaking to them without taking action they might not change their behaviours, that action we take is by beating them using corporal punishment. I think, in life everybody will try to avoid what brings something bad to their life...” (Participant 10).

Therefore, in conclusion to this theme, it was learned that most teachers believe and perceive the use of corporal punishment in schools as a good method and the main strategy that may help in controlling students' unwanted behaviour.

4.2.3 Source of respect and discipline for teachers

The study found that students only exhibit respect and discipline when subjected to physical punishment or the threat of it. From the conversation, this notion seemed to be grounded in religious doctrine. One participant said: *“... even the Bible insists that if you want to have a disciplined child, you must beat them” (Participant 11).* The other participant insisted that corporal punishment is a source of respect and discipline.

“...corporal punishment greatly contributes to the discipline and good behaviour of students. As I have said, nowadays we do not punish students as we are supposed to, and that is why pupils of these days’ lack discipline. It is because we use corporal punishment to punish them to a lesser extent” (Participant 11).

Another participant accepted that corporal punishment is a source of respect and discipline for teachers by students. Participant 1 shared the following perspective on how corporal punishment helps students behave responsibly: *“...for example, a student who misbehaves by not greeting their teachers may be punished. The next time, they will greet them to avoid being punished again. If*

this pattern continues, the behaviour is shaped within them, and eventually, they will exhibit the good conduct we desire.”

Therefore, the study under this sub-theme revealed that among other reasons, corporal punishment is used by teachers as a means of teaching young generations respect and discipline. For this reason, study participants did not consider using corporal punishment as abuse or violence against children unless it is applied excessively enough to cause physical harm to a concerned student.

4.2.4 Corporal punishment improves academic performance

The study found that corporal punishment improved academic performance. Many teachers believed that corporal punishment could enhance the learning process, but it was emphasised that its effectiveness depended on its careful and appropriate application. Participant 10 had this to say:

“...I think we use it to compel learners to perform better in their examinations since we are expected to produce good results, and parents expect their children to pass. When children are not passing, parents may blame them, and as a result, they may try to move their children to another school. Learners cannot do without corporal punishment.”

Participant 6 made the following comments:

“...I can generally say that we have observed that with the use of corporal punishment, students can work independently and control themselves. Additionally, I can say that the good academic performance and discipline of students we have here are largely dependent on how well we enforce discipline measures on those who misbehave and contravene our school rules...” (Participant 6).

Aligned with this sub-theme, the research shows that numerous teachers consider corporal punishment to be a crucial method for promoting academic success among students in their schools. Teachers expressed the belief that if students are allowed to govern themselves without any form of discipline or consequences, they will prioritize their own desires and actions over academic responsibilities. In such scenarios, academic achievement is unlikely to be attained, thus making corporal punishment necessary.

4.2.5 A symbol for teachers’ authority and power

The study found that corporal punishment in schools represents the authority and power teachers hold over students. When teachers are restricted from using corporal punishment could mean that

their power has been taken away because they are unable to punish students when they do anything wrong. Participant 8 said: *“...we have seen many children whose parents are telling us, watch my child, he is so troublesome and very naughty, so help me and I will be thankful...”* This means some parents themselves believe that teachers have power and authority to discipline their student, others believe that an increase in adolescent misbehaviour is linked to the decrease in use of corporal punishment by teachers.

Participant 11, said:

“...it is because nowadays we do not punish students as it is supposed to be done, and that is why pupils of these days have no discipline at all. It comes because teachers have no morale to administer corporal punishment due to regulations involved and the limited number of strokes recommended. During our school days, we were heavily punished, and we had discipline...”

Participant 7 stated that: *“... using corporal punishment makes teachers feel empowered by the government and community as responsible for childrearing responsibility.”* Denying teachers from using corporal punishment is as equal as telling students to behave or do what they would like to do at school. Participant 6 presented these views on what happened when they banned teachers from punishing students in their school: *“... students were despising their teachers, they were lazy, and they did not do class activities, and generally they had no good manners.”* Based on the perspectives of study participants, corporal punishment should be upheld in schools as it enables teachers to feel empowered and efficiently handle disciplinary issues.

4.3 Research objective two: To explore teachers’ perceptions on side effects of using corporal punishment in controlling unwanted behaviour of secondary school students

This study objective aimed to assess teachers' awareness of the potential negative impacts of corporal punishment on students. To achieve this goal, the researcher interviewed 12 experienced teachers from two secondary schools of Kahama Urban District to explore the effects of corporal punishment on students. The interviews revealed that corporal punishment can lead to truancy, fear and distress, physical harm or death, a feeling of shame and distrust, create confusion, and be a source of conflicts.

4.3.1 Corporal punishment can cause truancy

The participants' descriptions confirmed that corporal punishment is a common phenomenon in most publicly owned secondary schools of Kahama Urban District. When asked about its effects on students, the informants believed and insisted that corporal punishment may affect the well-being of students when applied excessively by teachers. Teachers opined that corporal punishment may cause students to become truant. Participant 1 had the following to say:

“...too much of everything is harmful, I understand the side effect of using corporal punishment on students, some students leave school and never come back because they feel being harassed, if we are to continue using it, it should be not too much of it and we should be careful when using corporal punishment, especially by considering the age of the student, healthy and the kind of misbehaviour committed”

Participant 12 also stated: *“...some of them can stop coming to school due to fear of being punished...”* However, the same participant confessed that some students do change their behaviour when corporally punished.

In the same vein, Participant 8 underscored that when a student is severely punished the result may be undesirable, *“...corporal punishment can make a student dislike school and become truant when get over punished.”* The reason stated for being truant were that, corporal punishment makes students have a fear of returning to school.

4.3.2 Source of conflicts

The participants' descriptions also revealed that not only can over punishing students accelerate truancy, but it can also create a hostile relationship between teachers and students, as well as parents. Conflict between teachers and parents may arise because some parents do not want their children to be punished. Participant 6 mentioned: *“...sometimes it causes conflicts between teachers and parents since some parents might not like their children being punished.”* Participant 11 shared similar views, noting:

“...corporal punishment can also cause conflicts with parents who might not want their children to be corporally punished. This may result in a waste of time spent resolving these conflicts with parents instead of focusing on teaching.”

Despite being the source of conflicts, Participant 6 believes that corporal punishment is a more efficient method for correcting student misbehaviour compared to other approaches, as it is quick and requires minimal training for teachers.

4.3.3 Sense of fear and distress

Corporal punishment creates a sense of fear and distress within students. This was revealed by participant 10 who stated: “...it leads to excessive fear of teachers, confuses students, creates anxiety and hinders their understanding of the material being taught.” Participant 6 added: “...it may trigger some effects such as causing a sense of fear which may result into lacking self-confidence within a student”.

Similarly, participant 9 had related expressions when he said:

“...some psychological effects, such as fear, can manifest in the classroom. For example, a student may become suspicious of being punished while being taught. As a result, they may fail to answer a question, even if they know the correct answer, out of fear of potential punishment for a wrong answer. This lack of trust in the teacher's decisions can lead to unsettled minds and a sense of disharmony when interacting with the teacher.”

Furthermore, it was learned from the study participants that when corporal punishment is not applied excessively, such negative effects are rarely experienced. Therefore, it was suggested that corporal punishment should be used with caution to avoid causing such negative effects.

4.3.4 Physical injury or Death

The participants' descriptions also revealed that using corporal punishment may lead to injury and even the death of a student. Participant 4 noted: “...I remember one day a teacher was punishing a student and accidentally hit the student in the eye with a stick, causing an eye injury...” Many participants confessed that causing death is possible because in most cases there is no teacher who asks about the health status of a student before administering corporal punishment.

Participant 3 shared the following incident when asked to give her views on the effects of corporal punishment on students:

“...In August 2018, it was reported that a teacher killed his pupil at Kibeta Primary School in the Kagera region as a result of using corporal punishment. Similarly, in 2022, at Sababasa Secondary School in Mtwara region, a student died after being corporally

punished by his teacher for failing to answer a question in class. These incidents have led to teachers committing serious crimes and being charged with murder under criminal laws.”

The other participant confessed that the goal of using corporal punishment is to cause considerable pain within an individual, and that it was common to cause pain or injury to the student: *“When we punish someone, we always intend to cause pain, and this pain is what makes them change their behaviour or deters them from misbehaving again. The aim is to make them remember the consequences of misbehaving.”* (Participant 2).

4.3.5 Feeling of shame and distrust

Participants revealed that students experience a feeling of shame and distrust after being physically beaten in front of their peers. *“...I believe that one of the drawbacks of employing corporal punishment is the embarrassment it brings to students, as they are sometimes disciplined in front of their parents and the entire student body”* (Participant 7). Participant 11, suggested that students should be punished in front of other students for it to be effective: *“...also, punishment needs to be an open activity rather than administering it in the office so that other students can learn what behaviours are bad, punishable, and inappropriate.”* Therefore, being punished in front of fellow students make some students feel ashamed, develop a sense of distrust due to absence of friendly relationship or being over punished by their teachers. Participant 4 said, *“...when over punished, they develop a sense of distrust, causing them to doubt even consulting their teachers when they face difficulties in learning.”*

4.3.6 Sense of confusion

The participants' descriptions also revealed that students experience a sense of confusion in the classroom due to being suspicious of being punished by the teacher. One participant stated: *“...especially when a certain student is always punished alone, then he or she can develop a thinking of why always me”* (Participant 4). According to Participant 4, this feeling implies that a student has been confused by the situation. Participant 9 postulates that: *“...you can be teaching in the class and then a student is always suspicious of being punished, he or she can fail even to answer the question despite knowing the answer.”* Participant 10 also stated: *“...can make a student confused and unable to understand what is being taught well, due to an excessive fear of teachers.”* Participant 9 added: *“...their minds might not be settled and feel a sense of disharmony when they see you because they never trust the decisions you might take when you find anything wrong among*

them.” According to these participants, frequent punishment can lead to students feeling anxious about school or the classroom, perceiving it as an unsafe environment.

4.4 Research objective three: To find out the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students

The researcher interviewed 12 teachers from schools A and B to explore alternative strategies that teachers can use to control unwanted behaviour of secondary school students. The study revealed the following sub-themes: Providing guidance and counselling, fostering teacher-parent cooperation, relationship-building with misbehaving students, assigning manual work, offering motivation, and involving parents in disciplinary procedures.

4.4.1 Proving guidance and counselling

The participants’ descriptions revealed that teachers can use guidance and counselling as an alternative strategy for controlling the behaviour of secondary school students. Participant 6 had the following perceptions:

“...the best method I can recommend is providing guidance and counselling to students with deviant behaviours. This may help. Additionally, we need to show them a sense of love even when they misbehave. In other words, we need to listen to them with our hearts rather than just our ears, and only use corporal punishment as a last resort”.

Participant 4, also agreed that guidance and counselling could be a better alternative to corporal punishment. The following were stated:

“...some students’ misbehaviour normally develops because of lacking guidance and counselling from teachers. For example, when a student misbehaves by not coming early to school or not wearing proper school uniform, it’s not because they do not have a uniform, it’s because they might lack proper guidance. Therefore, schools should have teachers who will work as guides and counsellors to ensure that before subjecting a student to corporal punishment, counselling is used first”

An interpretation of the findings reveals that guidance and counselling limits the administration of corporal punishment as the learners acquire life competences that make them meet the expected disciplinary standards.

4.4.2 Fostering parent-teacher cooperation

The participants' descriptions revealed that working in collaboration with parents on matters related to misbehaviours of their children can be used by teachers as an alternative strategy in controlling unwanted behaviour of secondary school students. Participant 10 had the following perceptions on this:

"...as I said before, there should be cooperation between parents and teachers, when the two sides meet and discuss matters about the behaviours of students, they are likely to control bad behaviours and improve academic performance. Nothing will be impossible when we have cooperation. The closer we are with parents on matters about our students, the more we will be able to solve and handle indiscipline cases in our schools."

Participant 10 opined that:

"...when parents work closely with teachers on matters related to behaviours and academic performance of their children, indiscipline cases can be reduced. When there are no indiscipline cases, teachers will not need to use corporal punishment."

Participant 2 had the following opinions regarding having teacher-parent cooperation:

"...the other way we use is by having cooperation between teachers and parents. When we cooperate, a student will lack support from the parent, then a student decides to follow what is needed at school"

The analysis of the above finding reveals that presence of parent-teacher cooperation allows the school discipline committee to address and resolve issues collaboratively with parents. It also enables the school management team to communicate concerns about student behaviour and issue warnings when needed. This proactive approach helps prevent future misbehaviour as parents are more watchful.

4.4.3 Assigning manual work

Study participants suggested that teachers can use giving manual work as a disciplinary measure instead of resorting to corporal punishment. Participant 3 had the following views on this strategy:

"...by giving them productive work such as farming, digging pits, making bricks and calling their parents for seeking of cooperation and when other means fails, we can use suspension of a student"

from school for a while or for good". Participant 11 shared similar views to those of Participant 3 when he made the following statement:

"...other ways include giving punishment through manual activities, but these punishments are not ideal. They take up the student's time, as instead of being in class or at home resting or engaging in other school or personal activities, they are working off the punishment. For the teacher, instead of focusing on teaching, they are preoccupied with following up on the punishment given to the student."

Participants 11 and 3 discussed the use of manual work as a form of discipline, emphasizing the importance of adequate time for follow-up and monitoring when utilizing physical activities as a substitute for corporal punishment. Teachers, on the other hand, expressed that they are constrained by time and cannot dedicate resources to discipline management as their main focus is on academic responsibilities.

4.4.4 Creating friendship

Participants noted that positive teacher-student relationships allow teachers to influence students' behaviour in a desired direction and promote positive character development. The participants suggested that adopting this strategy can effectively help teachers control unwanted behaviour of secondary school students. Participant 9 had the following perceptions on this:

"...it is possible that we can have other ways of maintaining good discipline without using corporal punishment; for example, being closer or friendly to students who misbehave, giving advice on how they may cope with school situation and giving to them examples of students who succeeded in life due to being disciplined".

An interpretation of the above selected excerpt and further participants' descriptions revealed that creating friendships with learners can improve students' academic performance, reduce their stress, and provide emotional support to them.

4.4.5 Offering motivation

The participants' descriptions also established that teachers can use motivational techniques as an alternative strategy to control unwanted behaviour of secondary school students. They can do so by giving incentives to well behaving students. Participant 9 had the following perceptions on this: *"...motivating disciplined students by giving rewards or incentives to them may attract undisciplined students to behave in good manners"*.

Participant 7 had this comment: “...*giving rewards to well behaving students can be constructive. In turn, others also can learn to behave well, hoping to receive such rewards*”. According to the participants, not only does motivation construct more positive behaviours within an individual student, but it also develops a sense of wellbeing within them. The participants also believed that when disciplined students are motivated, it attracts other students to act and behave the same, and consequently, there will be no need for using corporal punishment when there are no misbehaviours.

4.5 Chapter summary

This chapter has presented the study findings in six sections. Section one introduces the chapter, providing brief explanations of the study topic and research objectives. Section two explains the profiles of the schools where the study was conducted. Sections three, four, and five present the research objectives along with their findings. The first research objective revealed that corporal punishment was considered useful as it served as a reminder of the consequences of misbehaviour, helped increase pass rates, and facilitated behavioural change, enhanced respect for teachers and symbolised teachers’ power and authority they had over students. The second research objective found that corporal punishment resulted in truancy; fear and distress, physical harm or even death, shame and distrust, conflicts, and confusion among students. Lastly, the third research objective suggested alternative strategies for teachers, such as providing guidance and counselling, fostering teacher-parent cooperation, building friendships with misbehaving students, assigning manual work, and offering motivation to well behaving students, as substitutes for corporal punishment.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Overview

This chapter discusses the findings of a study that aimed to investigate teachers' perception on the use of corporal punishment in selected public secondary schools of Kahama Urban District, Tanzania. The study had three main objectives: The first research objective was to establish the views of teachers on how useful corporal punishment was in controlling unwanted behaviour of secondary school students. The second objective was to explore the perceptions of teachers on the effects of using corporal punishment in controlling unwanted behaviour of secondary school students, while the third objective was to find out the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students in selected public schools. The discussion of study findings is presented based on these research objectives as follows:

5.2 Research objective one: To establish teachers' views on how useful corporal punishment is in controlling unwanted behaviour of secondary school students

The study findings on this research objective revealed that corporal punishment was a useful tool in controlling unwanted behaviours of secondary school students. It was discovered that teachers could use corporal punishment as a reminder, as a tool for behavioural change, as a source of respect and discipline for teachers, as a symbol of teachers' authority and power, and it was used to increase students' pass rate. The following is the discussion on each of these themes:

5.2.1 Corporal punishment as a reminder

Many study participants expressed that corporal punishment was useful since it reminds learners to behave in accordance with school rules and regulations (behave in good manners). The pains they experience when corporal punishment is administered on them make them remember and have a fear of repeating the same misbehaviour. This finding relates to the propositions embedded within deterrence theory of punishment which assert that criminal penalties do not just punish violators, but also discourage other people from committing similar offenses (Johnson, 2019). Additionally, the major findings by Mtasigazya (2020) in his study on 'Impact of Corporal Punishment on Students' Discipline in Bukombe District, Tanzania, indicated that most respondents believed that students did not obey the prefects when they realized that there was no corporal punishment accompanying their misconduct. Similarly, in the study conducted by the

Western Cape Education Department (2014) in South Africa, it was found that 63% of study participants agreed that corporal punishment was a necessary school component that could help in controlling students' unwanted behaviours. In case of Zimbabwe, it is a widely held belief that prohibiting corporal punishment is not Zimbabwean and leads to higher levels of indiscipline among children (Dziva, 2019), thus Parents and teachers in Zimbabwe believe that corporal punishment can be used as a reminder and a tool to deter children from misbehaving again.

Many study participants expressed their views that when students get punished following their misbehaviour it keeps them reminded of not repeating the same. This concurs with the ideas within deterrence theory. The theory assumes that humans are rational actors who will consider the consequences of their behaviour before engaging in it (Nagin, 2013). Therefore, by witnessing an individual offender being punished makes others avoid misbehaving, as the lesson from one becomes a lesson for all (Nagin et al., 2009). The above finding is also closely associated with B.F Skinner's operant conditioning theory which asserts that human behaviour can be adjusted through punishment (Skinner, 1958). As a result, human beings are less likely to exhibit certain behaviour if negative reinforcements are introduced. Equally, when children are punished for demonstrating certain behaviour, they are less likely to engage in similar behaviour to avoid the punishment.

5.2.2 The tool for behavioural change

The study also found that not only does corporal punishment remind learners to behave in good manners, but it is also useful as a tool for behavioural change among secondary school students. This finding is supported by Wilson (2017) whose study on the use of corporal punishment in Maine schools in the United States established that corporal punishment was effective in setting clear boundaries and motivating children to behave in school. Learners exposed to corporal punishment were able to make better decisions about their behaviour, exercise self-control, and were accountable for their actions. The finding is also supported by B.F Skinner who is regarded as the father of Operant Conditioning, but his work based on Thorndike's (1898) Law of Effect asserted that behaviour that is followed by pleasant consequences is likely to be repeated, and behaviour followed by unpleasant consequences is less likely to be repeated (Skinner, 1953).

Further, this finding is supported by Mtasigazya's (2020) study findings which revealed that corporal punishment administered in secondary schools reduced students' misconduct. The responses obtained from teachers, students, and education officers indicated that the majority of students (67%), teachers (60%), and head teachers (75%) agreed that misconduct was reduced by

corporal punishment. The finding also relates to what Kabungo and Munsaka (2020) found when studied the views of parents, teachers, and head teachers. Their study revealed that pupils did not respect teachers and considered them as parents, knowing that no stiff punishment would be administered to them.

Unlike in the study conducted by Matope and Mugodzwa (2011) as cited in Kudenga (2017) contend that prohibiting corporal punishment hinders teachers' ability to manage students' misbehaviour in schools. They assert that corporal punishment is essential for fostering well-behaved and disciplined students. In contrast to the above finding, Bassam et al., (2018) believe that corporal punishment does not change child's behaviour but it leads to children's personality disorders, children's delinquencies, and marital violence later in life. Also, Kambuga et al. (2018) reported that not only corporal punishment has negative outcome on learners such as an increased dropout rates, absenteeism, fear, and physical injury but also has psychological effects on instructors themselves who employ it in the classroom.

5.2.3 Source of respect and discipline for teachers

Many study participants expressed that corporal punishment was the source of respect and discipline for teachers, and if banned school discipline would demise. According to Fareo and Owolabi (2022) when conducted the study on "Teachers' Perception on the Use of Corporal Punishment in Junior Secondary Schools in Mubi Education Zone, Adamawa State, Nigeria" The findings from teachers revealed that corporal punishment was used to enforce discipline in schools as well as controlling the class learning effectively. They also believed that students could obey and respect their elders more when corporal punishment is being administered to them. In Kasama Urban District of northern Zambia, Kabungo and Munsaka (2020)'s study found that, after the abolition of corporal punishment, pupils did not respect teachers and considered them as parents, knowing that no stiff punishment would be administered on them.

Corporal punishment as the source of respect and discipline for teachers is also reflected in the study by Olakitan's (2014) study on 'Perception and Attitude of Parents, Teachers, and Students Concerning Corporal Punishment in Secondary Schools in Ibadan North-East Local Government Area, Nigeria'. Teachers accepted that corporal punishment was required in order to maintain respect and school discipline in their schools. In Kenya, when Kimengi and Mwai (2014) studied the 'Parents' Perceptions on the Use of Corporal Punishment in Pre-Primary Institutions, 78% of parents agreed that teachers were supposed to use corporal punishment to modify deviant

behaviours of their pupils. In contrast to the above study finding when Mnisi (2021) studied 'Teachers' perceptions of learner discipline in the intermediate phase schools of the Sikhulile Circuit: Enhlazeni Region in Mpumalanga Province, South Africa', revealed that students' discipline could not be enforced through the use of corporal punishment rather it would cause numerous physiological and psychological effects.

5.2.4 Corporal punishment raises academic performance

The study established that not only was corporal punishment source of respect and discipline for teachers, but it also increased students' pass rate, hence helping them reach their academic goals. The finding is supported by Noreen, et al (2021), who studied the relationship between corporal punishment, academic performance, and the wellbeing of school students in Gojal, Hunza, Pakistan. The study found a significant positive association between corporal punishment and academic performance. In Mogadishu, Somalia, a study conducted by Abdi-Idris (2023) on "The Impact of Corporal Punishment on Students' Academic Performance at the Secondary School Level," revealed that school administrators in national schools (not private) rejected the idea of banning corporal punishment despite its negative effects. In this study, 28% of administrators believed corporal punishment should continue since it enabled better understanding of students in the class, 24% thought that corporal punishment improves academic performance. This finding is also supported by Mtasigazy (2020), Feinstein and Mwahombela (2010), and Dlamini et al., (2017) whose findings reported despite presence of some negative effects, corporal punishment had a positive impact on students' academic achievements.

5.2.5 A symbol for teachers' power and authority

Many study participants opined that in the absence of corporal punishment, teachers feel powerless, and it is more like allowing students to do what they want or feel like doing. It also means increasing the rights of students and decreasing the power and authority of teachers to control and direct learners, which in turn creates little respect for teachers and room for misbehaviours to rise. In the study conducted by Com and keng Campus (2021) on "The abolition of corporal punishment in selected rural schools, South Africa." 79.9% of the respondents believed that teachers do not have serious discussions with learners regarding non-submission class works because teachers do not have much authority due to corporal punishment being outlawed. Therefore, corporal punishment is a symbol of the authority and power teachers have over students.

Power is understood as the possession of control, authority, or influence over others, a relationship in which an individual or a group is able to exert influence over the minds and actions of others (Savolainen, 2021). Knowing that teachers have the power to administer corporal punishment, most students obey and do what teachers say, comply with school rules and regulations, and possibly avoid misbehaving. The study by Li et al., (2021) recognises “teacher punishment power” as the necessary management power that teachers should have in order to maintain classroom order and standardise the behaviour of students. Therefore, the absence of corporal punishment in schools undermines the authority of teachers to exercise their power over students, and the result of this has always been the failure to control learners and consequently the rise of indiscipline behaviours among students (Abbas et al., 2020; Kagoiya & Kagema, 2018).

5.3 Research objective two: To explore teachers’ perceptions on side effects of using corporal punishment in controlling unwanted behaviour of secondary school students

The findings revealed that teachers understood the side effects of using corporal punishment on students in controlling unwanted behaviour of secondary school students. They perceive it from both, positive and negative effects. The following were the teachers’ views on the effects of corporal punishment on student: Corporal punishment results into truancy, creates a sense of fear and distress, may cause physical injury or death, may results into a feeling of shame and distrust, creates a sense of confusion as well as being the source of conflicts. The following is the discussion of each of the identified themes:

5.3.1 Corporal punishment results into truancy

Many participants voiced their views that corporal punishment could result into an increase of truancy and even dropout among students. This finding is supported by what Nwafor (2021) found when he studied the “Role of Corporal Punishment in Eastern Nigeria” learning environments. His study found that using corporal punishment was one of the factors that decreased an interest in learning and hence students’ absenteeism. In the same vein, when Mwinjuma (2018) studied the lived experience of a secondary school student under the theme “Shocks and Aftershocks of Corporal Punishment.” His study findings revealed that corporal punishment was one of the factors that caused absenteeism. Similarly, in the study by Haq et al., (2019) on “Impact of Corporal Punishment on the Student’s Drop Out at secondary Level in Gilgit Baltistan, Pakistan” corporal punishment resulted into many other negative effects including an increased dropout rate of students. In the current study, many participants, however, maintained that such effects could

happen when teachers over punish students. This view concurs with what Vitelli (2017) found in his systematic literature review of consequences of corporal punishment on children which established that corporal punishment was effective if used in moderation and that negative consequences were associated with the use of prolonged and excessive corporal punishment.

5.3.2 Creates a sense of fear

The study indicated that not only does corporal punishment increase truancy, but it also creates a sense of fear within a student. Many participants expressed their views that most children avoid misbehaving for fear of being punished and not because of knowing what is good from wrong. According to Aslam et al., (2021), corporal punishment induces a sense of fear within the victim. Similarly, the finding is supported by Taylor et al., (2016) who found that fear; anger and shame were among the effects of using corporal punishment on student. In the same vein, the study conducted by Kopansky (2012), showed that physical punishment was often the source of unwanted negative consequences including fear and anxiety in the child being punished. On the other hand, despite negative effects students face, Hassan and Bali (2013) when they studied the effects of corporal punishment on academic performance and discipline in Unguja, Zanzibar (Tanzania) found that corporal punishment was widely accepted in the education, socially supported and encouraged by teachers, parents and pupils. In the same vein, when Ali (2015) did the study on corporal Punishment in Zanzibar using a case study design, he found that 8 (80%) of District Educational Officers (DEOs) supported the use of corporal punishment saying it developed the habit of time consciousness and commitment among the students and that pupils were able to do their class and home works on time and did not waste time as they feared being punished. Also 2 (20%) of DEOs believed that corporal punishment was only the possible way of managing misconducts of pupils A new aspect introduced in this sub-theme is that corporal punishment not only instils fear of teachers in students but also leads to the development of "classroom anxiety." This anxiety causes students to be afraid of asking questions in class, fearing that providing a wrong answer may anger the teacher and result in punishment.

5.3.3 Injuries and deaths

The study found that corporal punishment, while instilling fear in victims, resulted in injuries and even death among students. This finding goes in line with what Nworfo (2021) found in his doctoral dissertation when examined the effects of corporal punishment in Eastern Nigeria, His study reported that, almost every year in Africa, a student dies due to corporal punishment. This argument is confirmed by World Health Organisation (2021) which revealed that corporal

punishment may lead to death or long-term disability. The above finding is also confirmed by Fareo and Owolabi (2022), when they studied “Teachers’ Perception on Use of Corporal Punishment in Junior Secondary Schools in Mobi Education Zone, Adamawa State, Nigeria” They found that using corporal punishment on misbehaving students might result in suicidal acts and physical scars. The study by Mwinjuma (2018) in Tanzania revealed that corporal punishment could lead to injuries or physical harm. The finding is also supported by Ayuba (2018) in Ghana, who reported that the use of corporal punishment may result in the death of students or causing serious injuries. This study later, recommends that, provision of corporal punishment should be done with caution to the extent that it does cause injuries or death of students.

In opposite to the above study findings, when Olakitan (2014) studied the “Perception and Attitude of Parents, Teachers and Students Concerning Corporal Punishment in Secondary Schools in Ibadan North-East Local Government Area, Nigeria” the study found that, teacher-participants felt that corporal punishment was needed in order to control unwanted behaviours of students. In addition, Marcus (2014) in his report on “Poverty and violations of children’s right to protection in low- and middle-income countries” did not consider the use of corporal punishment as violation of child’s rights, but as part of child rearing that may improve school performance and corrects child’s disruptive behaviours in most middle and low income countries (Dereje et al., 2014). This view is supported by the findings from Zimbabwean parents who believe that making corporal punishment illegal would lead to higher levels of indiscipline among children and they thought that the legislature was interfering them on how they raise their children (Gwenzi et al., 2021), because the emerging child rights movement were conflicting with African cultural ways of rearing children (Muzingili, 2018).

5.3.4 Feeling of shame and distrust

The study revealed that corporal punishment not only leads to physical harm and potential fatalities but also contributes to feelings of shame and mistrust among students. These findings are consistent with Penev's (2021) research on “Corporal Punishment,” which identified shame and distrust as prevalent outcomes for students. Durrant and Ensom's (2020) study, which referenced Erick Erickson's theory of personality development, also highlighted shame and distrust as additional consequences of physical punishment on students. In Tanzania education system a child joins secondary school education from the age of 12, during industry vs. Inferiority stage (6-12 years) where a child become creative by making things during play, the role of teachers here is to

praise them and appreciate what they are doing. But when such activities are met with physical punishment and other impediments a child develops a feeling of shame and inferiority complex that affect negatively their confidence and creative abilities in future life.

Additionally, corporal punishment being the source of feeling shame and distrust were noted by Wenjing et al., (2021), when conducted a study on “Effects of the psychological aggression and corporal punishment among college students experienced before the age of 10 on anxiety and health related risky behaviours.” They argued that children who had experiences of corporal punishment during childhood evoke negative emotions such as fear, anger, shame, mistrust and guilt. The finding also goes in line with what Mwinjuma (2018) found when studied the lived experience of a secondary school students in Tanzania, his study discovered that not only corporal punishment created a state of anger within a student but it also creates a feeling of shame and humiliation. However, the above finding disagrees with Fareo and Owolabi (2022) and Olakitan (2014), who reported that corporal punishment was constructive and needed for maintaining classroom discipline and controlling students’ unwanted behaviours.

5.3.5 Creates a sense of confusion and anxiety

The study established that not only can corporal punishment lead to a feeling of shame and distrust within a student, but it also creates a sense of confusion and anxiety. The current study is in line with what Ali et al., (2019) found when they conducted the study on “Psychological Trauma and Corporal Punishment, in Pakistan” Their study reported corporal punishment being associated with psychological negative effects which included students’ sense of confusion, stress, anxiety and depression. In the same vein, the study by Ng’owo (2013) established that there was a possibility that corporal punishments could result into frustration among students. 51.8% of respondents agreed, 32.3% of respondents strongly agreed that frustration among students was the result of punishments while only 15.8% of respondents did not agree. Similarly, the above finding is also supported by Rowland, Gerry and Stanton (2017) who found that corporal punishment was associated with child’s social and psychological problems which included feeling a sense of confusion, anxiety, low self-esteem, stress, depression as well as having problems with forming relationships in later life. However, in view of Matope and Mugodzwa (2011) force must be used when negotiations and peaceful means have failed for the community benefit, therefore, corporal punishment has to be used as not all students respond to stimuli in the same way (Choo et al., 2022). Despite being associated with multiple negative effects, it is important to consider that each child is unique and may react differently to discipline methods.

5.3.6 Source of conflicts

The study found that while corporal punishment causes confusion and anxiety for students, it also increases the likelihood of conflicts occurring. In view of Husby at al., (2023), students' unwanted behaviour creates a disturbance in classroom settings which necessitate teacher interventions by using corporal punishment. The study on "The Effects of the Use of Punishments as School Management Tool on Secondary School Students Behaviours in Tanzania which was conducted by Ng'owo (2013) found that punishment could result into conflicts between teachers and students. This was indicated by 45.3% of respondents who rated 'strongly agree', 40.4% who rated 'possibly' which indicated that it was possible for conflict between teachers and students to be a result of punishments, and 14.1% of respondents rated 'don't agree' which implied that corporal punishments could not result into conflict between teachers and students. According to Gudyanga at al., (2014) corporal punishment creates enmity between the teacher and student, and may in turn result in the student not liking the subject taught by the teacher.

Conflicts sometime emerge between teachers and parents due to the use of corporal punishment at school. According to Sanvictores and Mendez (2021), 'permissive parents' would like their children not being punished because they tend to be warm and nurturing, act more like friends than parents and have less emphasis on discipline. Therefore, by punishing their misbehaving children, the staff could be met with reactions. Also, when applied excessively, some students perceive corporal punishment as an aggression and violence teachers exercise on them, this situation could result into conflicts between teachers and students or parents. In the study by Opoku-Asare et al., (2015) carried out in Ghana, it was found that conflicts between parents and teachers emerged due to corporal punishment inflicted by the teacher to the student while other sources of conflicts between parents and school officials were related to corruption; and misconduct such as sexual violence committed by a school official towards a learner and abuse of power which led to the expulsion of the students.

5.4 Research objective three: To find out the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students

The research objective focused on identifying different approaches that teachers could utilize to manage the undesirable behaviour of secondary school students. The study revealed that strategies such as offering guidance and counselling to students, fostering parent-teacher cooperation, building friendships with misbehaving students, assigning manual work, and offering motivation to students who exhibit good behaviour as some effective strategies teachers could use on

controlling unwanted behaviour of secondary school students. Below is a detailed analysis of each of these strategies.

4.4.1 Providing guidance and counselling

Many study participants expressed that guidance and counselling was some alternative strategy teachers could use to control unwanted behaviour of secondary school students. Parveen and Akhtar (2023) suggest that school guidance and counselling programs can enhance students' social skills, address their social, emotional, and behavioural needs, and promote school discipline. The study finding is supported by what Ahmed and Rashid (2023) found when they studied the “Alternative Strategies to Corporal Punishment: Teachers’ Practices at Secondary School Level in Attock District, Pakistan”. They reported that most teachers were using guidance and counselling as an alternative strategy to corporal punishment to promote positive behaviour among students, help students understand and manage their behaviours better and develop good relationships with teachers and peers. That findings above concur with what Salgong, at al., (2016) found when studied “The role of guidance and counselling in enhancing student discipline in secondary schools in Koibatek District, in Kenya” it was revealed that lack of guidance and counselling to students leads to indiscipline in schools.

Equally, Mukuka (2017) who explored the status of guidance and counselling services provided to pupils in selected private secondary schools in Lusaka district, Zambia, found that pupils benefited from guidance and counselling services as seen in the positive change of behaviour and decision making. This is also noted in the studies conducted in Uganda by Asimwe and Kamugisha (2024) and Korugyendo at al., (2022) who reported that guidance and counselling was an effective way that teachers could use as an alternative to corporal punishment. Based on the evidences, guidance and counselling programme can significantly impact students’ behaviour and contribute to a school discipline.

4.4.2 Fostering parent-teacher cooperation

The study established that having parent-teacher cooperation was an effective alternative strategy or means of controlling unwanted behaviour of secondary school students. According to Lekli and Kaloti (2015) students’ discipline, motivation, engagement and ultimate academic performance are increased by focused intervention of both teacher and parents’ communication. In Tanzania, the research finding under the study conducted by Kadama (2016) reported that teachers - parent collaboration (PTC) contributes to students’ discipline and was an effective way to instil discipline

in students. In Rwanda, Habyarimana and Andale (2021) conducted a study on parental involvement and students' discipline in Nyarugenge District. The findings showed that communication between teachers, parents and school administrators could lead to positive reinforcement for students' good behaviours. In Nigeria, Olayemi (2019) reported that teachers-parent collaboration in terms of frequent communication, regular school meetings, and positive reinforcement were some collaborative strategies through which students' discipline could be enhanced. The research conducted by Samuel and Chwangon (2019) suggest that parents are very important in the development of their children's behaviour and the need for them to find ways to get involved in the growth of their children's behaviour. In US, Ntekane (2018) reported that parent-child and parent school involvement influence the students' attitudes and behaviour that in turn positively affects students' performance.

The report from UNICEF (2020) in USA revealed that family and community involvement in school matters reduces the number of indiscipline cases, and that they support teachers to create a good environment for the learning process. In contrary to the above finding, when Turay et al., (2022) conducted the study on "Role of parent-teachers' association in enhancing discipline in secondary schools in Makeni City, Northern Sierra Leone" study found that the partnership between teachers and parents in addressing student misconduct was ineffective in controlling students' unwanted behaviour. 77.4% of teachers surveyed reported that parent-teacher associations (PTAs) were not effective in addressing discipline issues.

4.4.3 Creating friendship

The study also reported that creating friendship with a misbehaving student can be used as an alternative strategy on controlling discipline of secondary school students instead of corporal punishment. According to the study by Craddock at al., (2015) friendships can help someone to make lifestyle changes that can have a direct impact on his or her overall well-being and this can be achieved through the modelling. Since teachers fall in the group of significant others to students, their behaviours are likely to be imitated by their learners (Munsaka, 2011). A faithful friend is the medicine of life (Falki & Khatoon, 2016). Good relationship between students and teachers helps to overcome many challenges including students' misconducts. The study conducted by Sibanda and Mpofu (2017) on "Positive discipline practices in schools in Mzilikazi District of Zimbabwe" found that students who were friends with staff members who engaged in negative behaviours, such as smoking cigarettes or consuming alcohol during lunchtime at nearby bottle stores, were

more likely to mimic these behaviours themselves. According to Agyekum (2019), who studied the impact of teacher-student relationships on high school students, revealed that teachers who had good relationships with students were able to help them exhibit positive behaviour. Therefore, teachers must serve as positive role models and good friends to students (Govender & Sookrajh, 2014), since building positive relationships with misbehaving students can be an effective alternative to corporal punishment when done correctly.

4.4.4 Assigning manual work

Many study participants opined that giving manual work instead of subjecting a misbehaving student on corporal punishment can be used as an alternative strategy in controlling unwanted behaviour of secondary school students. The finding matches with what Abonyi and Salifu (2023) found when they conducted a study on “Assessing the implementation of school discipline policy in Ghanaian basic schools.” Their study found that offending pupils were given manual work in form of cleaning; picking litters, weeding, sweeping, and scrubbing in place of corporal punishment. The finding is also confirmed by Chitalu and Phiri (2020), who view manual work as an alternative strategy to corporal punishment and were used in the form of picking up litter, cleaning the school environment, organizing classrooms, cutting grass, weeding, watering gardens, fetching water, and cleaning the school toilets.

Onyango et al., (2016) opined that teachers could assign manual work to reform students' behaviour including activities such as cutting grass, tidying up bathing rooms, and digging up tree stumps. In view of the findings by Onyango (2019), manual work is an effective strategy that can be used to control students' unwanted behaviour. In support of Onyango (2019)'s argument, Chikwature et al., (2016) considered that manual labour could instil in a child the social virtues of respect and enable the elimination of unwanted behaviour when properly administered. Despite the above findings, managing discipline in schools using the manual work strategy has been viewed as an element of torture and a waste of time without any tangible benefits to the learners (Salome & Sadambi, 2016). In view of this, one can deduce that such views are true to humanitarian and psychological perspectives that have been opposing the use of corporal punishment in schools and care centres.

4.4.5 Offering motivation

The study also found that offering motivation to disciplined students was an effective technique that teachers could use as an alternative strategy on controlling discipline of secondary school

students. This finding is consistent with operant conditioning theory described by B.F. Skinner (1904) and premised on the idea that a behaviour that is rewarded or reinforced is likely to be repeated, while a behaviour that is punished will be less likely to be repeated. Therefore, many study participants opined that when students who behave better are given rewards, it will make them continue behaving better and attract others to behave the same. This finding concurs with what Ahmed and Rashid (2023) found when they explored the alternative strategies to corporal punishment that teachers could use in secondary schools. The results reveal that most teachers opted to use motivation as an alternative strategy in place of corporal punishment. Witzel and Mercer (2003), Scott and Landrum (2020) and Baker-Henningham and Francis (2018) support that, giving motivation to a well behaving students promote students' behavior, increase their participation in class, leads to a more positive and supportive learning environment, and improves student-teacher relationships. To that end, Lewis (2001) cited in Ahmed and Rashid (2023) argues that rewarding students for excellent behaviour is a key strategy for creating a disciplined and positive classroom environment.

5.5 Chapter summary

This chapter has presented the discussion of study findings based on the study objectives. The first research objective aimed to identify teachers' views on the usefulness of corporal punishment. It was found that teachers perceive corporal punishment as a reminder, a tool for behavioural change, a source of respect and discipline, a symbol of teachers' authority power, and a means of increasing students' pass rate. The second research objective sought to explore teachers' perceptions of the effects of using corporal punishment on students. The reported effects included causing truancy, creating a sense of fear and distress, leading to physical injury or death of students, resulting in a feeling of shame and distrust, causing confusion, and being a source of conflicts. The third research objective aimed to find out the alternative strategies teachers can use to control unwanted behaviour of secondary school students. The study revealed that teachers could use alternative strategies such as providing guidance and counselling to students, fostering parent-teacher cooperation, building friendships with misbehaving students, assigning manual work, and providing motivation to students who exhibit good behaviour instead of using corporal punishment. The next chapter will discuss the study's summary, conclusion and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.1 Overview

This chapter presents the conclusion and recommendation of the study based on the findings presented and discussed. The chapter also provides the suggestions for further research and the chapter summary.

6.2 Summary

The following are the summaries of this study based on research objectives:

6.2.1 Research objective one: To establish teachers' views on how useful corporal punishment is in controlling unwanted behaviour of secondary school students

This research objective aimed to establish how useful corporal punishment was in controlling unwanted behaviour of secondary school students. The study found that corporal punishment served as a reminder to students, instilling fear of repeating misbehaviour, as a tool for promoting behavioural change, as a means of fostering respect and discipline for teachers, improving academic performance, and a symbol for teachers' power and authority.

6.2.2 Research objective two: To explore teachers' perceptions on side effects of using corporal punishment in controlling unwanted behaviour of secondary school students

This research objective sought to explore teachers' perception on side effects of using corporal punishment in controlling unwanted behaviour of students. The findings revealed that teachers believed corporal punishment could contribute to truancy, instil fear and distress, potentially cause physical harm or even death to students, lead to feelings of shame and mistrust, create confusion, and generate conflicts.

6.2.3 Research objective three: To find out the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students

This research objective aimed to find out alternative strategies to corporal punishment that teachers could use in controlling unwanted behaviour of secondary school students. The study found that teachers could use alternatives including providing guidance and counselling, promoting collaboration between parents and teachers, developing relationships with misbehaving students, assigning manual tasks, and offering incentives to well-behaved students.

6.3 Conclusions

The following are the conclusions of this study based on the findings:

6.3.1 Research objective one: To establish teachers' views on how useful corporal punishment is in controlling unwanted behaviour of secondary school students

The study found that corporal punishment was useful in controlling unwanted behaviour of secondary school students. Based on the findings, the study recommends that teachers refrain from using corporal punishment to avoid negative outcome that might affect students or teachers.

6.3.2 Research objective two: To explore teachers' perceptions on side effects of using corporal punishment in controlling unwanted behaviour of secondary school students

The research objective of this study found that corporal punishment had both positive and negative effects on students. Based on the findings, this study concludes that corporal punishment negatively affects students when applied excessively to them.

6.3.3 Research objective three: To find out the alternative strategies teachers can use in controlling unwanted behaviour of secondary school students

The research in this study discovered that instead of corporal punishment, teachers have other alternative strategies available to them for managing the unwanted behaviours of secondary school students. Therefore, based on these results, the study concludes that teachers can prioritize the use of alternative strategies over corporal punishment when dealing with unwanted behaviours in secondary school students.

6.4 Recommendations

Based on the study findings, the following are recommendations made;

1. The current study found that corporal punishment negatively affects students when applied excessively, while also playing a significant role in shaping and controlling students' unwanted behaviour. The study recommends that despite its usefulness, the use of punishment should be avoided because of the negative outcomes it has on students.
2. The study discovered that there are alternative strategies to corporal punishment that teachers can use to control students' unwanted behaviours. The study recommends that teachers should use these alternative strategies instead of corporal punishment. In addition, secondary school teachers should be enriched with alternative strategies to corporal punishment through various training programmes and workshops.

6.5. Recommendations for further research

The findings of the study raised a number of questions that call for more studies to be done regarding how best students' unwanted behaviour can be controlled at school. Therefore, there is a need for further research on the following areas:

1. To explore parents' and students' perceptions on the use of corporal punishment in controlling unwanted behaviour of secondary school.
2. Primary school teachers' perceptions on the use of corporal punishment in controlling unwanted behaviour of primary school pupils.
3. To explore teachers' perceptions on the use of corporal punishment in religious affiliated private secondary schools.
4. The study should be conducted on perceptions of teachers regarding the effects of corporal punishment based on their age, cultural, religious or gender.

6.6 Chapter summary

This chapter has presented the summary, conclusion and recommendation of the study based on the findings of the study presented and discussed on each research objective. The chapter also has presented the suggestions for areas that need further research. The next section presents the references used in this study and the appendices attached.

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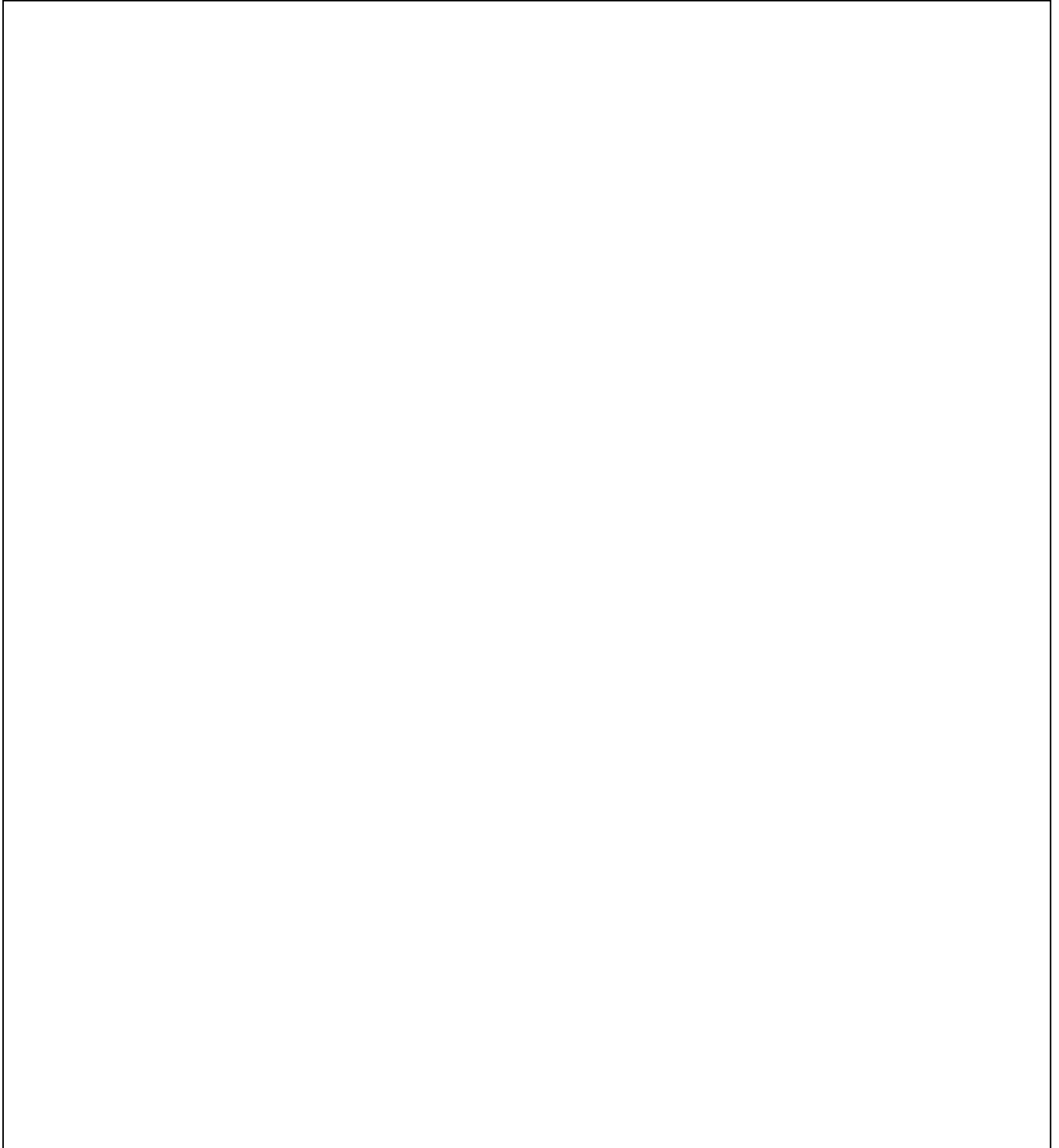
APPENDICE 1

Appendix A: Interview Guide

1. How do you explain the use of corporal punishment in your school?
2. From your experience, do you think corporal punishment is useful in controlling unwanted behaviour of students in your school?
3. As an experienced secondary school teacher, how do you explain the use of corporal punishment in correcting and shaping good behaviour of students in your school?
4. From your experiences, would you share with me some of the effects that happen to a student when being corporally punished?
5. Based on your experiences, what are your views about using corporal punishment as a means of correcting misbehaviour of secondary school students?
6. In your working experiences, apart from corporal punishment would you tell me other ways of controlling students' indiscipline in secondary school?
7. As a teacher who has experience in handling students' misbehaviour, what ways would you recommend to be used to effectively control students' misbehaviour?
8. Would you tell me anything else you would like to add on the use of corporal punishment in your school?

'THANK YOU FOR PARTICIPATION

Appendix B: Research Permit letter



Appendix C: Research Clearance

Appendix D: Informed consent form