

**PARENTS', TEACHERS', AND SCHOOL ADMINISTRATORS' VIEWS ON  
ABOLISHMENT OF CORPORAL PUNISHMENT IN SCHOOLS IN SELECTED  
SECONDARY SCHOOLS IN KASAMA DISTRICT, ZAMBIA**

**BY**

**KABUNGO JOHN CLEMENT**

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Requirements for the Award of the Degree of Masters of Education in Educational  
Psychology**

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## DECLARATION

I, **Kabungo John Clement** declare that this piece of work is my own work. It has not been submitted to this University and elsewhere for any other degree or qualification.

Signature:.....

Date:.....

**APPROVAL**

The University of Zambia approves this dissertation of Kabungo John Clement 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 assess parents', teachers,' and school administrators' views on the abolishment of corporal punishment in schools in Kasama District. Four objectives guided the study which were; to establish the views of parents, teachers and school administrators on the abolishment of corporal punishment in schools; to explore the views of parents, teachers and school administrators on the need to incorporate parents on school disciplinary committee as a way of managing pupils' behaviour in the school system; to assess parents', teachers' and school administrators' views on the authority of teachers over pupils following the abolishment of corporal punishment; to establish views of parents, teachers and school administrators on whether loco-parentis existed among teachers following the abolishment of corporal punishment. A descriptive design using qualitative research approach was used to conduct the study. The sample consisted twenty eight (28) participants comprising three school administrators, fifteen teachers and ten parents from three selected secondary schools and communities in Kasama district. Purposive procedure was used to select parents and school administrators while teachers were selected using simple random sampling. The study used semi-structured interviews as data collection tools. Thematic analysis was used to analyse the data. Major findings indicate that abolishment of corporal punishment was commended because it negatively affected pupils psychologically and some stopped school prematurely due to fear of being punished. In addition, it had contributed to indiscipline among pupils in schools. Teachers were the most affected stakeholders by the policy because their hands were tied by the law. Further, the study established that the concept of incorporating parents on the school disciplinary committee was welcomed and would address the gap that existed between school management and parents and strengthen the partnership among them. It was discovered that the authority of teachers was drastically reduced and affected by the policy. The study concluded that, loco parentis among teachers who taught at the day secondary schools did not exist while it existed at a boarding school due to the nature of the school. In light of these findings, the study recommended incorporation of parents on the school disciplinary committee and strengthen counselling services in schools.

**Key words:** corporal punishment, loco-parentis, authority.

## **DEDICATION**

I dedicate this work to my wife who has always been there for me. I am deeply indebted to her for her selfless patience, support and tireless endurance during my pursuit of this course. My other dedication goes to my late cousin Kabaso Nkandu who inspired me to do my Masters' degree and all parents, teachers and school administrators who are working hard to manage the behavior of pupils regardless of the abolishment of corporal punishment in schools.

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## TABLE OF CONTENTS

<b>COPYRIGHT</b> .....	<b>i</b>
<b>DECLARATION</b> .....	<b>ii</b>
<b>APPROVAL</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>ACRONYMS</b> .....	<b>xii</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1. Overview .....	1
1.2. Background of the study .....	1
1.3. Statement of the problem.....	4
1.4. Purpose of the study .....	5
1.5. Objectives .....	5
1.6. Research questions .....	5
1.7. Significance of the study .....	6
1.8. Theoretical Framework.....	6
1.9. Delimitation.....	8
1.10. Limitations of the study .....	8
1.11. Definition of operational terms.....	8
1.12. Summary.....	9
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	<b>11</b>
2.1 Overview.....	11
2.2 Abolishment of corporal punishment.....	11
2.3 Parental involvement in school disciplinary committee .....	17
2.4 Authority and loco parentis among teachers .....	18
2.5 Measures to instil discipline in pupils.....	20
2.6 Summary of literature reviewed and identified gap .....	22



<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>24</b>
3.1. Overview.....	24
3.2. Research design .....	24
3.3. Target population.....	25
3.4. Sample size.....	25
3.5. Sample Technique .....	25
3.6. Data collection instruments .....	26
3.7. Data collection procedure.....	26
3.8. Pilot study.....	27
3.9. Trustworthiness and Credibility.....	27
3.10. Data analysis .....	28
3.11. Ethical consideration.....	29
3.12. Summary.....	30
<b>CHAPTER FOUR: PRESENTATION OF THE FINDINGS .....</b>	<b>31</b>
4.1 Overview.....	31
4.2. Views of parents, teachers and school administrators on abolishment of corporal punishment in schools .....	31
4.2.1 Parents’ views .....	32
4.2.2 Teachers’ views .....	33
4.2.3 School administrators’ views.....	34
4.2.2.1. Alternatives of maintaining behaviour of pupils.....	36
4.2.2.2 Parents’ views.....	36
4.2.2.3 Teachers’ views.....	36
4.2.2.4 School administrators’ views.....	37
4.2.3.1 Parental involvement in managing behaviour of pupils.....	38
4.2.3.2 Parents’ views.....	38
4.2.3.3 Teachers’ views.....	39
4.2.3.4 School administrators’ views.....	40
4.2.4.1 The policy has disadvantaged most stakeholders.....	41
4.2.4.2 Parents’ views.....	41
4.2.4.3 Teachers’ views.....	42
4.2.4.4 School administrators’ views.....	42

4.3 Parents', teachers', and school administrators', views on incorporating parents on school disciplinary committee .....	43
4.3.1 Parents' views .....	43
4.3.2 Teachers' views .....	44
4.3.3. School administrators' views.....	45
4.4 Parents', teachers' school administrators' views on authority of teachers following the abolishment of corporal punishment in schools.....	46
4.4.1 Parents' views .....	46
4.4.2 Teachers' views .....	47
4.4.3 School administrators' views.....	48
4.5 Parents', teachers', and school administrators', views on whether teachers had loco-parentis following abolishment of corporal punishment.....	50
4.5.1 Parents' views .....	50
4.5.2 Teachers' views .....	51
4.5.3 School administrators' views.....	52
4.5.1.1 Effective measures that could replace corporal punishment .....	53
4.5.1.2 Parents' views.....	53
4.5.1.3 Teachers' views.....	54
4.5.1.4 School administrators' views.....	55
4.6. Summary of the findings .....	56
<b>CHAPTER FIVE: DISCUSSION OF THE FINDINGS .....</b>	<b>59</b>
5.1 Overview.....	59
5.2 Parents', teachers,' and school administrators', views on the abolishment of corporal punishment in Schools.....	59
5.2.1. Parents', teachers', and school administrators' views on alternatives of maintaining behaviour of pupils .....	62
5.2.2. Views of parents, teachers and school administrators on parental involvement in managing the behaviour of pupils.....	65
5.2.3. Parents', teachers', and school administrators' views on disadvantaged group following the abolishment of corporal punishment in schools .....	66
5.3. Parents,' teachers', and school administrators' views on incorporating parents on disciplinary committee .....	67
5.4 Parents', teachers', and school administrators' views on the authority of teachers following the abolishment of corporal punishment in schools .....	69

5.5. Parents', teachers', and school administrators' views on loco-parentis among teachers following the abolishment of corporal punishment.....	71
5.5.1. Parents', teachers', and school administrators' views on effective measures that could replace corporal punishment .....	73
5.6. Summary .....	76
<b>CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....</b>	<b>81</b>
6.1. Overview.....	81
6.2 Conclusion .....	81
6.3 Recommendations.....	82
6.4 Suggestion for Future Research .....	84
<b>REFERENCES.....</b>	<b>85</b>
<b>APPENDICES .....</b>	<b>90</b>

## LIST OF APPENDICES

<b>Appendix A:</b> Semi Structured Interview for School Administrators .....	90
<b>Appendix B:</b> Semi Structured Interview For Teachers .....	92
<b>Appendix C:</b> Semi Structured Interview for Parents.....	93
<b>Appendix D:</b> Translated Version (Bemba) Semi-Structured Interview Guide for Parents .	94

## ACRONYMS

<b>DEBS</b>	District Education Board Secretary
<b>EFL</b>	English as Foreign Language
<b>MOGE</b>	Ministry of General Education
<b>PEO</b>	Provincial Education Officer
<b>PTA</b>	Parents Teachers Association
<b>SGBs</b>	School Governing Bodies
<b>SPSS</b>	Statistical Package for Social Science
<b>UNESCO</b>	United Nation Educational Scientific Cultural Organisation
<b>VSU</b>	Victim Support Unit

## **CHAPTER ONE: INTRODUCTION**

### **1.1. Overview**

This chapter presents the background to the study, statement of the problem, purpose of the study, general objectives of the study, research questions, significance of the study and theoretical framework. It also covers the delimitation and limitations of the study and definitions of operational terms.

### **1.2. Background of the study**

Provision of education in a modern world is guided by numerous policies. Among such policies is corporal punishment policy, re-entry policy, quality education for all and many others. These policies support and produce intended results in education system. Corporal punishment among them was seen as a weapon of instilling discipline in learners. Hyman (1990) provides a definition that reflects practices in school situations by stating that corporal punishment in schools is the infliction of pain or confinement as a penalty for an offense committed by a learner. The abolishment of corporal punishment in educational institutions however, has brought mixed feelings among stakeholders. In this vein, Gershoff (2002) states that, corporal punishment has remained a common and controversial method of correcting children's behaviours both at school and at home, thereby creating no mutual understanding among stakeholders such as parents and teachers on the type of punishment to be given to pupils in schools.

In tandem with this, therefore, in 1966 the government of Zambia came up with the Education Act of 1966 which stipulated that 'corporal punishment as it applied to the beating of children was permissible but could only be applied by the head of school or one designated member of staff to do so' (MOE, 1970,p.26). During this period, corporal punishment was extensively used in schools because teachers and parents thought it was a quick and possible

method to discipline pupils. Furthermore, teachers were regarded as parents at the school, hence they acted in loco-parentis within the school and used corporal punishment to discipline pupils. By that time, teachers had authority over pupils and discipline was highly maintained in schools and teachers were equally respected. Similarly, a study by Tafa (2002) indicated that some degrading forms of punishment were also a common feature within the Botswana education system in which pupils complained that they were beaten by teachers with sticks and board dusters. The aforesaid study reflects the trends in the Zambian education system by then. For example, Mwanakatwe (1974) observed that degrading forms of punishment such as canning, manual work such as kneeling down for a long time, digging pits, uprooting a tree were common. Therefore, this trend led to the abolishment of corporal punishment in schools worldwide due to the growing consensus among human rights advocates that corporal punishment violates one's rights enshrined in United Nations in Article 19 which says unequivocally that "Corporal punishment and other cruel or degrading forms of punishment are forms of violence" (United Nation, 1989, p.57).

In response to the United Nation demands on respecting human rights, the Zambian government, being a signatory, banned all forms of corporal punishment in schools in 2003. Although this was effected, it was difficult to implement because the Education Act of 1966 which was still in force allowed it. However, the treaty was domesticated in Education Act of 2011 under Article 28 which stipulates that:

*(1) A teacher, employee or other person at an educational institution shall not impose or administer corporal punishment or degrading or inhuman treatment on a learner or cause corporal punishment or degrading or inhuman treatment to be imposed or administered on a learner (GRZ, 2011,p.23).*

*(2) 'A teacher, employee or other person who contravenes subsection (1) commits an offence and is liable, upon conviction, to a fine not exceeding one hundred thousand penalty units or to imprisonment for a period not exceeding one year, or to both' (GRZ, 2011,p.23).*

Therefore, it seems that the abolition of corporal punishment has left a gap in terms of how to manage the behaviour of children and seems to create discontent among stakeholders such as parents, teachers and school administrators such that there seems to be no clear alternative in dealing with pupils' misbehaviour by teachers and parents. Phiri (2012) also contends that the legislation that abolished corporal punishment has not provided an effective alternative to punishment. Further, the situation where children come from homes where corporal punishment is culturally accepted and the legislative law was rarely trespassing because the home was considered a private realm had contributed to the discontent encountered by stakeholders in the school system. Gomba (2015) conducted a study from a sociological perspective on whether corporal punishment was culturally accepted. The study revealed that most of the parents from a social angle supported it and cited the Biblical verse to support their argument as a measure of correcting behaviour of their children at home as well as in institutions of learning.

Furthermore, these stakeholders seemed to be divided on the use of corporal punishment in schools by teachers. Some studies found that parents were of the opinion that learners be taught of their rights to protect them from abusive teachers (Makwanya, Moyo and Nyenya, 2012). Others were of the view that corporal punishment was necessary and an effective way of disciplining pupils, and to some learners it was the only language they understood best in relation to discipline (Shumba, Ndofirepi, and Musengi, 2012). Yang (2009) also contends that, Korean parents generally think that corporal punishment and strict disciplinary methods were accepted as a positive expression of parents concern and care for their child rather as a problem. This perception was equivalent to the biblical verse in proverbs 13:24 which says 'He who spares the rod hates his son, but he who loves him is careful to discipline him'. This therefore had sociologically and psychologically created disharmony and conflicts among stakeholders in the process of disciplining children.



Despite the polarization that appeared to exist among stakeholders on the abolishment of corporal punishment in schools, it was the intention of the present study to assess the views of parents, teachers and school administrators on the abolishment of corporal punishment in schools.

### **1.3. Statement of the problem**

Since Zambia got independence in 1964, corporal punishment was used in schools to discipline pupils until the time it was outlawed in 2003. Before then, parents trusted the teachers and considered them capable of disciplining pupils when they misbehaved using, where possible, reasonable force.

Further, teachers were regarded as parents at school; hence they acted in loco-parentis within the school and used corporal punishment to discipline pupils (Mwanakatwe, 1974). The introduction of the Education Act (2011) however, brought sociological and psychological controversy among stakeholders in that any educational employee who administers corporal punishment had to be imprisoned for a period not exceeding one year or fined or both. The argument has been that the move had created serious disharmony among stakeholders on how to handle pupils. However, previous studies done by (Phiri, 2012; Simango, 2012) revealed that abolishment of corporal punishment had led to the sudden deterioration of discipline in schools. Furthermore, Naong (2007) also conducted a study in South Africa and the findings revealed that because of the abolishment of corporal punishment in schools, teachers had lost authority thereby losing morale of teaching. In Zambia however, little was known what views teachers, parents and school administrators held on authority and loco parentis of teachers following the abolishment of corporal punishment in schools, a gap that the present study intended to fill through an assessment of their views on the same.

#### **1.4. Purpose of the study**

The study sought to assess parents', teachers', and school administrators' views on the abolishment of corporal punishment in schools.

#### **1.5. Objectives**

The following specific objectives guided the study:

1. To establish the views of parents, teachers and school administrators on the abolishment of corporal punishment in schools.
2. To explore the views of parents, teachers and school administrators on the need to incorporate parents on school disciplinary committee as a way of managing pupils' behaviour in the school system.
3. To assess parents', teachers' and school administrators' views on the authority of teachers over pupils following the abolishment of corporal punishment.
4. To establish views of parents, teachers and school administrators on whether loco-parentis existed among teachers following the abolishment of corporal punishment.

#### **1.6. Research questions**

The following research questions guided the study:

1. What were the views of parents, teachers and school administrators on the abolishment of corporal punishment in schools?
2. How could incorporating parents on disciplinary committee help to manage pupils' behaviour in schools?
3. What were the views of parents, teachers and school administrators on the authority of teachers over their pupils following the abolishment of corporal punishment?

4. What were the views of parents, teachers and school administrators on the loco-parentis among teachers following the abolishment of corporal punishment in schools?

### **1.7. Significance of the study**

The present study intended to bring out views of parents, teachers and school administrators on the abolishment of corporal punishment in schools. The views from these stakeholders may help educational institutions in developing effective methods and techniques of behaviour management as alternative approaches to abolishment of punishment. Therefore, the study might be the platform to establish harmony and strengthen the relationship among stakeholders on how best they should work together to address the gap the law has left in schools. Lastly, it was anticipated that the findings from the study would add information to already existing body of knowledge in this area.

### **1.8. Theoretical Framework**

This study was guided by operant conditioning theory (Behavioural theory) developed by Skinner in 1958. This theory is based on the idea that learning is the function of change in overt behaviour (Feldman, 2009). Changes in behaviour are the results of an individual's response to events (stimuli) that occur in the environment. Therefore, Skinner reaffirms that operant conditioning has a powerful means of controlling behaviour. In this study the researcher focused mainly on punishment.

The above theoretical explanation appears in a way suitable for controlling behaviours of learners or children by their parents, teachers and school administrators. The use of alternative discipline methods such as counselling can effectively influence the children to develop skills, knowledge and good morals. There are two types of punishment: positive punishment and negative punishment. (In both cases, "positive" means adding something,

and “negative” means removing something). Positive punishment weakens a response through the application of an unpleasant stimulus (Feldman, 2009). For instance, canning a child for misbehaving is positive punishment. Negative punishment happens when a certain desired stimulus or item is removed after a particular undesired behaviour is exhibited, resulting in the behaviour happening less often in the future. For example, a child that really enjoys a specific class, such as physical education or music classes at school, negative punishment can happen if he or she is removed from that class and sent to the school administrator’s office because he or she was misbehaving.

Therefore, this removal decreases the chances that the response will recur. Furthermore, Feldman (2009) contends that, negative punishment could be an effective technique in diminishing unwanted behaviour than instilling corporal punishment. Therefore, both positive and negative punishment result in a decrease in the likelihood that a prior behaviour will be repeated. Punishment often presents the quickest route to changing behaviour but, if allowed to continue, it might be dangerous to an individual (Santrock, 2004).

Punishment has several disadvantages that make its routine questionable. For one thing, punishment is frequently ineffective, particularly if it is not delivered shortly after the undesired behaviour or if the individual is able to leave the setting in which the punishment is being given (Kouyoumdjian and Plotnik, 2011). Even worse, physical punishment can convey to the recipient the idea that physical aggression is permissible and perhaps even desirable. For instance, a parent who likes physical punishment may make his or her child to copy the same behaviour displayed by parents by acting aggressively toward others. In addition, to a certain extent punishment can reduce the self-esteem of recipients unless they can understand the reasons for it (Feldman, 2009; Kouyoumdjian and Plotnik, 2011).

Therefore, this theory fits well in the current study because stakeholders in the education system hold different views on abolishment of corporal punishment in schools and the issue has brought controversy among them.

### **1.9. Delimitation**

The study was conducted in Northern Province of Zambia most specifically Kasama district. Three schools were involved in the study. This kind of study has never been done in the named area hence there was need to conduct the study to ascertain the views of parents, teachers and school administrators on the abolishment of corporal punishment in schools.

### **1.10. Limitations of the study**

The study was conducted in Kasama District in Northern Province of Zambia. Its findings might not be generalised beyond Kasama District due to difference in cultural and religious beliefs on administering corporal punishment to pupils. In addition, it had a small sample size, and the findings might not be transferable to other schools.

### **1.11. Definition of operational terms**

**Authority-** In this study authority mean, power the teacher have to influence pupil's behaviour

**Corporal punishment-** Punishment involves hitting the child with the hand or with an object like a cane. In the present study, corporal punishment refers to hitting of somebody's body using a cane, kicking, pinching or pulling his or her hair, digging a pit, slashing or confining a child in one area. In this study corporal punishment will be used interchangeably with physical punishment.

**Degrading punishment-** refers to treating people undergoing punishment as if they have no value so that they lose their self-respect. Degrading punishment may include non-physical and psychological punishment such as threatening, ridiculing the child, verbal abuse, ignoring, humiliating the child etc.

**Discipline-** In this present study, discipline refers to a situation where pupils adhere to school rules and obey school authorities.

**Loco parentis-** A person who though not the natural parent has acted as a parent to a child and may thus be liable to legal obligations. Or refers to a relationship in which a person puts himself or herself in the situation of a parent.

## **1.12. Summary**

In this chapter the researcher has presented the background to the study by highlighting how corporal punishment was administered and later due to consensus among human rights advocates abolished under Article 19 of United Nation .In response to the United Nations demands on respecting human rights, the Zambian government, being a signatory banned all forms of corporal punishment in schools in 2003. Although it was difficult to implement because the Education Act of 1966 which was still in force allowed it. However, the treaty was domesticated in Education Act of 2011 under Article 28. Purpose of the study, objectives of the study, research questions were also discussed in this chapter. Statement of the problem was clearly stated by showing the gap between the previous studies done internationally and locally.

Under the significance of the study, the study anticipated that, the present study might be a platform to establish harmony and strengthen the relationship among stakeholders on how best they should work together to address the gap the law has left in schools. Furthermore,

the study adopted operant conditioning theory (Behavioural theory) as theoretical framework. The theory was developed by Skinner in 1958. Skinner reaffirms that operant conditioning has a powerful means of controlling behaviour .The focus in this study was mainly on positive and negative punishments because stakeholders in the education system hold different views on the abolishment of corporal punishment in schools and the issue has brought controversy among them. Lastly, the definitions of operational terms used in this study have been clearly defined. In chapter two the researcher reviews the related and relevant literature to the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Overview**

This chapter focuses on relevant literature on parents', teachers', and school administrators' views on abolishment of corporal punishment in secondary schools. The reviewed literature was done in line with the study objectives that included the abolishment of corporal punishment, parental involvement in school disciplinary committee, authority and loco parentis among teachers and measures to instil discipline among pupils. The study reviewed various studies and works done in the western world and African countries that include Zambia.

### **2.2 Abolishment of corporal punishment**

Stakeholders involved in education provision hold different views on abolishment of corporal punishment in schools worldwide. For example, the study by Mamatey (2010) aimed at exploring the perception of South Korea teachers on the use of corporal punishment in schools. An interview-based, qualitative study method was used in a study with six Korean English Foreign Language (EFL) teachers as participants. The results of the study indicated that educational system factors led Korean EFL teachers to use or support the use of corporal punishment. The teachers acknowledged some of the negative effects of administering corporal punishment such as pupils being emotionally affected. However, most of them believed that the benefits outweighed the negatives in managing Korean EFL classrooms particularly classrooms with 40 or more pupils. One of the positive effects of punishment highlighted in the study was that it reduces the recurrence of the undesirable behaviour, and increases the likelihood of desirable behaviour in the future.

In South Korea, Yang (2009) conducted a study called 'cane of love: parental attitudes towards corporal punishment in Korea.' The study explored parental beliefs, values and



behaviour in relation to parenting practices, in particular, attitudes to corporal punishment. The study used semi-structured in-depth interviews as research instruments with 34 participants. The findings suggested that although the Korean families have undergone many changes, the traditional cultural value that it is the parents' right to discipline their children is still supported. The parents used corporal punishment to discipline their children. However, there was mixed feelings among participants on the appropriateness of using physical punishment. The study further suggested that there was a lack of a framework which sees children's healthy development as needing to be fostered.

Further, in London, Chamberlain (1996) argue that, in her school, the classroom atmosphere was ill-mannered compared to the 1950s and 1960s, when corporal punishment was in use. Pupils were noisy, easily distracted, cheeky, and rebellious and engage in conversation with their neighbours while the teacher was trying to teach. Family life was so much less orderly, society less formal, that children find it hard to understand the concept of appropriate behaviour and terms of address. The revelation of this study was an important report as it touches on the discontent among stakeholders over the abolishment of corporal punishment in schools. The present study intended to bring out the views of parents, teachers and school administrators on the abolishment of corporal punishment in schools. The present study employed qualitative research with 28 participants.

In Africa, Shumba, Ndofirepi and Musengi (2003) conducted a study in Zimbabwe. The purpose of the study was to find out the attitude of parents, teachers and other caregivers on the ban of corporal punishment in schools by the Ministry of Education. They argue that many of those who were interviewed did not support the ban and felt that corporal punishment would have been allowed to continue. Out of the 105 adult participants who filled out the questionnaire, 54% said they would not like physical punishment to be stopped. However 62.2% of the children participants supported the ban of corporal punishment in

schools while 55.2% said they would not wish to physically punish their children when they themselves become parents. They further indicated that adult participants had not supported the ban of corporal punishment in schools by the Ministry of Education. However, the study by Shumba, Ndofirepi and Musengi (2003) did not include parents as major stakeholders in the provision of education but the present study included parents in order to ascertain their views on the topic under discussion. The present study further employed qualitative design with 28 participants in order to get a deeper, holistic understanding of the phenomenon being studied.

Naong (2007) in South Africa did a study entitled ‘the impact of the abolition of corporal punishment on teachers’ morale: 1994 to 2004’. The study adopted quantitative approach with questionnaires as data collection instruments. Eighty (80) teachers were included in a study as participants. In his findings he indicated that teachers in South Africa showed a sense of distress since the ban of corporal punishment in schools. He argues that more than 65% of teachers, out of a sample population of 80 participants from school located in Bloemfontein, claimed that discipline at schools had deteriorated, and that their passion for teaching and the joy they had once found in their work had been adversely affected. Amongst the many reasons for low morale cited by the teachers, was lack of discipline among pupils after the abolishment of corporal punishment.

In Nigeria an article entitled, ‘perception of teachers towards the use of punishment in sancta Maria primary school’, Umeziwa and Eledu (2012) assessed teachers’ perception on the use of corporal punishment. In trying to meet the objectives survey design was used with questionnaires as data collection instruments. Fifty-eight teachers were involved in the study. Umeziwa and Eledu argue that the teachers perceived scolding and verbal assault to a pupil, making a pupil stay back after school dismissal, pupil's fetching of water, pupil cleaning of school toilet, sending the pupil out of the class, and seizing or denying the pupil his or her

belongings as unacceptable forms of punishment. Giving the pupil a knock on the head, slapping or beating the pupil with hands, kicking and pushing the pupil with legs, and pulling the pupil's ear or hair are unacceptable to the teachers. The teachers perceived the pupil kneeling down or standing for a long time, the pupil scrubbing the floor of the class, flogging the pupil with stick or cane and the pupil sweeping the whole class as acceptable punishment measures. Umeziwa and Eledu's study indicated mixed feelings over corporal punishment in schools. It, therefore, served as a good general background on which the present study on Zambia will build.

These mixed feelings from participants have never been fully explored in Zambia especially those views from parents and the present study intended to bring out the views from parents. The present study used qualitative approach in order to get a deeper understanding on the matter under investigation.

In Zimbabwe, Gomba (2015) did a study called 'corporal punishment is a necessary evil: parents' perception on the use of corporal punishment in school.' The study sought to discover and understand the perspectives and wide views of parents in Zimbabwe with regards to the use of corporal punishment in schools. The study used qualitative approach and nine participants were selected during one visitation weekend at the school. The researcher collected data through interviews and was analysed through conventional content analysis. The results of the study indicated that, parents advocated for the continuance in use of corporal punishment. It was also revealed that parents considered that corporal punishment had immediate and future benefits, and was also cited in the Bible.

The study by Gomba (2015) was a qualitative one and only nine participants were included in the study. It was difficult to generalise the findings to other schools. However, the views of

parents were not known in Zambia hence the need to conduct the study to ascertain their views.

In an article entitled 'teachers', and pupils' views on persistent use of corporal punishment in managing discipline in primary schools' Kimani, and Kara (2012), investigated teachers' and pupils' views on use of corporal punishment in Kenya Primary Schools. The study adopted a descriptive survey research design. Simple random sampling was used to select 60 teachers and 300 pupils from the thirty public primary schools in Starehe Division. Questionnaires were used to collect data from the pupils and teachers. Ten head teachers were also interviewed. Data collected were analysed both qualitatively and quantitatively. The findings of the study indicated that corporal punishment was a regular school experience for the pupils. Corporal punishment was administered by everyone in authority at school including prefects. The most prevalent forms of corporal punishment used among pupils at school were canning, slapping, kneeling down, pinching, pulling hair or ears and forced manual work. Head teachers, teachers, and pupils perceived corporal punishment as part of school atmosphere and culture. The study further revealed that school administrators and teachers were not thoroughly prepared to deal with indiscipline in the absence of corporal punishment.

In the Zambian context, the first relevant study is the one done by Phiri (2012) entitled, 'punishment and discipline in schools: an assessment of the impact of abolishing degrading punishment on discipline'. The purpose of the study was to find out whether the ban on degrading punishment in schools was being effectively implemented and to assess the impact of the abolishment of corporal punishment on discipline in high schools in Solwezi district. Teachers and school head teachers were participants in the study. The study adopted qualitative approach. Focus group discussion and interviews were used as research instruments. The findings revealed that the abrupt imposition of the ban on corporal punishment without provision of alternative and less harmful forms of punishment has led to

the sudden deterioration of discipline in high schools. This study was important because it provided a background on the ban of corporal punishment in schools in Zambia. The present study intended to look at incorporating parents on school disciplinary committee, establish the authority and loco parentis of teachers after the ban of corporal punishment.

A more recent study important to be reviewed in this work was done by Monde (2015). His study was entitled, 'attitudes of parents, teachers and adolescent on the cultural practices of physical punishment for behaviour management in Solwezi District'. The purpose of the study was to examine the attitudes of parents, teachers and adolescents on the cultural practice of physical punishment. The study used mixed method with methods of data collection which included questionnaires and focus group. The results of the study indicated that, physical punishment was not appropriate in child behaviour management strategies due to its negative effects. The majority of participants were neutral on whether physical punishment was appropriate as a childbearing strategy. Parents were more positive in the use of childbearing practices with physical punishment endorsement than teachers. A bivariate correlation between attitudes and use of physical punishment by parents and teachers mainly showed non -significant relationship.

The study by Monde (2015), highlighted discontent among education stakeholders over cultural practices of physical punishment but could not provide a common ground for behaviour management of children. It was the intention of the current study to establish the views of major stakeholders such as parents, teachers and school administrators on how to address the gap the law has left and find the common ground for behaviour management of children.

### **2.3 Parental involvement in school disciplinary committee**

Parents play a great role in the provision of education of their children. When parents become involved in education, children learn more effectively, and schools become more successful. The effective parental involvement must go beyond the process of parents helping children with their schoolwork. For example, a study done by Morrell (2001), in South Africa suggested that at the policy level, the government attempted to fill the vacuum left by the banning of corporal punishment in two ways. The government introduced school level codes of conduct and gave parents an unprecedented involvement in school affairs by forming school governing bodies (SGB). School governing bodies (SGBs) were formed as a major vehicle for the democratic transformation of schools. The school governing bodies allows parents as stakeholders to be part of disciplinary committee at school. The other main function of SGB is to allow parents be involved in the governance of the school such as adopt a code of conduct for learners at the school, promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. This was a new approach with a different philosophy toward punishment that stressed consensus, nonviolence, negotiation and the development of school communities. Mahlangu (2008) adds that the establishment of the SGBs was a clear expression of the democratic ideal, which gave the local community an opportunity to make important decisions regarding the management and governance of the institution.

Furthermore, Mahlangu (2008), argues that the school level is the most important and decisive area of governance in a democratic system of education. It is at this level that communities must know that they have a say in the education of their children, that they are given full responsibility in the form of the SGB basic functions and allocated functions. Membership of a SGB in a public school consists of elected parents of learners at the school, the head teacher, teachers, pupils in the school who are in grade eight or higher and co-opted

members. Co-opted members are people from the community invited by the SGB to assist in fulfilling its functions. The concept of incorporating parents on the school disciplinary committee has never been explored in Zambia. It was important for the present study to explore the views of parents, teachers and school administrators on the matter.

Ministry of Education (1996), stress the need for schools to be decentralized. It involves the devolution of power from the centre to the local level in districts and schools. The policy promotes broad based participation in the management of education with great emphasis on innovation. Further, it allows various stakeholders such as parents, to share in decision making and take responsibility for education at the local level. This process fosters a sense of local ownership among stakeholders and promotes better management for the school. The policy emphasis on local ownership but it has never explained whether parents could be incorporated on the disciplinary committee to help school managements in managing behaviour of pupils following the ban of corporal punishment hence this study.

#### **2.4 Authority and loco parentis among teachers**

The concept of in-loco-parentis has historically been used by teachers and school administrators as an important component for disciplining pupils under their charge. Nakpodia (2010) points out that the doctrine of in-loco-parentis had been based on the assumption that by sending their children to school; parents agree to delegate to teachers the parental authority to control their children's conduct in a manner that would be of best interest of the child. On this basis, teachers have a full right to mould the pupil's moral character, assist them in cognitive and physical development.

In Nigeria Nakpodia (2012) also carried out a study entitled, ' teachers' responsibilities in loco parentis in secondary schools in delta state'. The study adopted a mixed method and 124 teachers were involved as participants. The results of the study indicated that in Nigerian

educational system, teachers were placed in a position to discipline and care for pupils' safety through reasonable roles and regulations under the in-loco-parentis doctrine. He further argues that, under the same doctrine disciplinary measures were effective in the rural schools because there was room for personal interaction. Nakpodia (2010) adds that teachers who took the roles of parents in Nigerian school system acted reasonably and their actions were in accordance with the general and approved educational practice in that country. Teachers assumed the role of loco parentis once children were dropped at the school gates. Furthermore, many teachers kept breakfast supply for pupils especially at preschool and primary school in many educational institutions in Nigeria.

Loco-parentis among teachers following abolishment of corporal punishment in schools has been explored in Zambia, therefore, it was important for the present study to ascertain the views of parents, teachers, and school administrators on the matter. The present study differed with previous study on methodology. The present study adopted qualitative approach with 28 participants in order to get a deeper and holistic understanding of the phenomenon being studied while the previous study used mixed method.

Grover (2015) points out that in recent years loco parentis has been drastically changing. For example, in United States and Europe the doctrine of in-loco parentis has been declining. This could be due to the fact that children, just like the adult have rights which institutions like schools are constitutionally bound to uphold and protect. Some time back pupils used to obey rules and regulations because they were controlled and had no voice in decision making. As a result, pupils were subordinates. The teachers had authority and responsibility for administering disciplinary action on pupils. The authority was visible in the form of ensuring attendance and maintaining discipline in most schools including Zambian schools. In a state where corporal punishment is statutorily prohibited, a teacher's authority to inflict corporal punishment is at an end (Zindi, 1995, p. 45).



In addition, Gladwell (1999) surveyed ‘on teachers’ attitudes towards corporal punishment after its ban in schools in South Africa’. The results of the study indicated that, teachers expressed a sense of despair and attributed mainly to the disruptive behaviour of pupils and the perception among the teachers that their authority had been taken away after the ban of corporal punishment. The sentiments from the teachers showed that they were not adequately prepared to maintain discipline in schools without corporal punishment.

### **2.5 Measures to instil discipline in pupils**

Denis and Frances (2014) conducted a study called ‘alternatives to instilling discipline in primary schools during the post-corporal punishment era in Uganda’. The purpose of the study was to look at instilling discipline in learners after corporal punishment was abolished in schools in Uganda. Learners, teachers and parents were involved in a study to obtain views towards disciplinary management alternatives. Data were collected through questionnaires, interviews and observation using two neighbouring schools in Masaka Municipality. A qualitative research approach was used in the study. The study established that there were several alternatives to corporal punishment such as counselling and guidance and small class size but educational stakeholders held different views about these alternatives to corporal punishment.

Denis and Frances (2014)’s study brought out alternatives to corporal punishment that are of great importance to the present study in Zambia. Their study was largely qualitative with participants such as learners, teachers and parents which gave a balance and common ground on behaviour management of children. Little is known on the views of parents, teachers and school administrators on alternative measures to corporal punishment in Zambia hence the need to carry out this study.

Furthermore, Rosen (1997) contends that, corporal punishment and other forms of cruel and degrading punishment have been widely favoured methods of managing discipline both at home and school. Similarly, Kubeka (2004) in South Africa found that without corporal punishment, teachers expressed that discipline cannot be maintained and that children would be disrespectful to the teacher and fail to develop the discipline to work hard. The study also found that the teachers favoured the use of corporal punishment in managing discipline in school since it was quick and easy to administer compared to other discipline management methods which in their view require time, patience and skill which educators often lack.

According to a UNESCO (2001) report, many teachers in Kenya argue that without corporal punishment, schools would descend into chaos. Pupils would become even more unruly by the time they reached high school. According to the report, teachers contend that corporal punishment was one of the few disciplinary tools available to control large classes. Johnson (2004) also reported that many teachers often carry out corporal punishment to maintain discipline in schools without the knowledge of the headmaster.

In a study entitled 'is punishment an effective means of discipline in schools?' Elbla (2012) investigated the reasons that led to some teachers' support and use corporal punishment in basic schools in Khartoum state, Sudan though they were aware of its prohibition as it was spelt in the country's education policy. Pupils' opinions and perceptions about the use of punishment in schools were also looked into. The data for this study was collected by adopting qualitative research design. The study was conducted in two basic schools in Khartoum state (one governmental and one private school) from which ten teachers were selected and interviewed in addition to a group discussion held with ten pupils in grades seven and eight.

The study findings revealed that some teachers knew that punishment had negative impact on pupils' behaviour and personality but there were no other alternatives they could follow. Other teachers believed that they punish their pupils due to the stress and frustration they experience. The school environment was poor and lacking all facilities that might be useful for modelling pupils' behaviour and absorbing the unwanted behaviours. Pupils on the other hand saw no justification for their teachers to hit, kick, slap or call them with bad names. Some of the pupils mentioned that they had developed sense and feelings of fear, frustration, aggression, low self-esteem, low confidence and lacked motivation for learning as a result of the continuous punishment.

## **2.6 Summary of literature reviewed and identified gap**

The chapter has reviewed international and local literature on abolishment of corporal punishment, parental involvement on school disciplinary committee, authority and loco parentis among teachers and measures to instil discipline in pupils. Various issues on the subject have been brought out. The literature has indicated that participants acknowledged some of the negative effects of corporal punishment such as instilling fear in pupils, but most of them believed that the benefits outweighed the negatives especially when managing large classes. Furthermore, the literature indicated that abolishment of corporal punishment without provision of alternative form of punishment has led to sudden deterioration of discipline among pupils.

The literature also indicated that South African government suggested that at the policy level, the government attempted to fill the vacuum left by the banning of corporal punishment in two ways. The government introduced school level codes of conduct and gave parents an unprecedented involvement in school affairs by forming school governing bodies (SGB). The school governing bodies allows parents as stakeholders to be part of disciplinary committee at school.

The reviewed literature indicated that in some countries like Nigeria; teachers were placed in a position to discipline and care for pupils' safety through reasonable roles and regulations under the in-loco-parentis doctrine. Furthermore, in a state where corporal punishment was statutorily prohibited, a teacher's authority to inflict corporal punishment was at an end. Literature reviewed has also indicated different measures to instil discipline in pupils.

The studies reviewed provided a background on the ban of corporal punishment which the present study could build on. It is evident that studies conducted in the country have been concentrated on the Copper belt and Solwezi Districts leaving out districts such as Kasama. Empirical evidence has shown that abrupt abolishment of corporal punishment has led to indiscipline among pupils. However, the views of parents, teachers and school administrators in the selected secondary school in Kasama district were still unknown. Hence, this study was conducted to fill the above information gap.

## **CHAPTER THREE: METHODOLOGY**

### **3.1. Overview**

This chapter discusses the research methods used in the study. Among these are research design, target population, sample size, sampling procedure, research instruments, data collection procedure, pilot study, data analysis and ethical consideration.

### **3.2. Research design**

Research design has been defined as a program that guides the researcher in collecting, analysing and interpreting observed objectives (Punch, 2012). Basically, it is a specification of the most adequate operations to be performed in order to test specified hypothesis or provide answers to specific questions.

The present study was informed by the assumptions of social constructivism which hold an assumption that an individual seeks understanding of the world in which they live and work. The goal of the research in social constructivism is to rely as much as possible on the participants' views of the situation being studied hence the research design selected for the present study was descriptive. Descriptive design is a method used to collect information about people's attitudes, opinions, habits or any of the variety of education or social issues (Kombo and Orodho, 2002). Therefore, this design fitted well with this study because it involved the experiences and perceptions of parents, teachers, and school administrators towards abolishment of corporal punishment in schools. Data was collected and analysed qualitatively. Qualitative research involves watching and asking, and aims at describing events and persons in detail without the use of any numerical data. Qualitative research attempts to achieve a deeper, holistic understanding of the phenomenon being studied. It seeks to discover underlying meanings and patterns of relationships (Kothari, 2004).

### **3.3. Target population**

Population refers to a complete set of elements (person or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Msaila and Nalaila, 2013). The target population was 1470 which consisted of 5 school administrators, and 259 teachers from 5 secondary schools found in two zones in Kasama District, and 1206 parents from 2 communities whose children were pupils at the 5 secondary schools. The population for the parents was obtained from the recent list of parents who attended the PTA meetings at respective schools while the population for teachers and school administrators was obtained from the DEBS office.

### **3.4. Sample size**

The sample of the study consisted of twenty eight (28) participants: three school administrators, fifteen (15) teachers from three (3) secondary schools, ten (10) parents from two communities in Kasama Township who had children in the three schools.

### **3.5. Sample Technique**

Purposive sampling was used to come up with, parents and school administrators who were involved in the study. Kombo and Tromp (2009) define purposive sampling as the method the researcher purposely targets a group of people believed to be reliable for the study. In this case, parents and school administrators were believed to be familiar with the abolishment of corporal punishment in schools. Parents were drawn from the surroundings of the selected schools where pupils were learning from. However, there was no direct relation between parents and pupils in those selected schools. The teachers present in the school at the time of the visit by the researcher were organised according to their department. A simple random procedure was conducted in each department to make sure teachers had equal and independent chance of being selected as a member of the sample. Each department produced

a teacher for interview. Furthermore, schools and communities were selected conveniently on the basis of geographical location which was near to the researcher.

### **3.6. Data collection instruments**

The study used semi-structured interviews to collect data from teachers, parents and school administrators. Semi-structured interview guide is a set of questions which are personally and verbally given (Sidhu, 2013). Semi-structured interview was chosen due its ability to probe, determine attitudes, discover the origin of the problem and involves the interviewee in an analysis of the problem. Punch (2012), adds that semi-structured interview is a good way of accessing people's perception, meanings, definitions of situations and constructions of reality. It is one of the most powerful ways researchers understand others. Therefore, semi-structured interview is flexible in nature because it gives the general outline to be followed but within each section the questioning is free, open ended and full according to the choice of the interview.

### **3.7. Data collection procedure**

The researcher sought permission to collect data from the District education board secretary of Kasama District using the introduction letter from the University of Zambia. The same letter was used to visit homes of parents and the selected schools. Whilst at schools, the researcher conducted the interview sessions among school administrators and teachers respectively. Further, the researcher proceeded with the exercise into the community in order to capture the parents and interview them as well in line with the topic at hand. To facilitate the data collection procedure, a voice recorder was used to record the conversation between the researcher and the participants. However, for parents who were unable to understand English the local version instrument was translated.

### **3.8. Pilot study**

Two schools and the community surrounding the schools were selected to conduct a pilot study. The aim of the pilot was to determine the effectiveness of the proposed data collection process, and the instruments. After the pilot study the questions on semi structured interview which were not well phrased were rephrased while others were removed in readiness for the final data collection.

The original English version of semi structured interview guide for the parents was translated into Bemba a local language for parents who were unable to understand the English version instrument. The instrument was translated by an assistant researcher who was an expert in Bemba language. Then the responses from parents were translated back into English. This enabled the researcher to maintain the originality in meaning of the instrument. However, certain technical words were not easy to translate into Bemba. The researcher widely consulted from a competent research assistant who knew the language very well and helped clarify statements to parents during the interview.

### **3.9. Trustworthiness and Credibility**

To ascertain the trustworthiness and credibility of the study, the researcher used Guba's four trustworthy strategies which are ideal for all qualitative studies. To achieve credibility, triangulation was done through individual participants' views and experience which were verified against each other and ultimately a rich picture on the abolishment of corporal punishment in schools was established. The teachers were coded with numbers from 1 to 15 (eg teacher 1, teacher 2), parents were coded with numbers from 1 to 10 (eg parent 1, parent 2). On the other hand school administrators were coded using the names of schools which were coded as schools A, B and C. This process enhanced confidentiality and trustworthiness of the study. It also helped to avoid biasness in picking verbatim for presentation. Transferability was ensured through contextualising with other studies in which similar



information was found and new information was added on to the body of knowledge hence, data quality was assured. Dependability was also employed through making research instrument reliable by conducting a pilot study. The pilot conducted determines the effectiveness of the proposed data collection process, and the instruments. After pilot study the questions on semi structured interview which were not well phrased were rephrased while others were removed in readiness for the final data collection. Conformability was used through "bracketing" taking the information as it came from participants through verbatim reporting (Guba and Lincoln, 1994). Further, the researcher transcribed the interviews to ensure consistency in the findings and also to avoid any biasness.

### **3.10. Data analysis**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo & Tromp, 2009). It involves scrutinizing the acquired information and making inferences. Data from semi-structured interview was analysed qualitatively by using thematic analysis. Sidhu (2013) points out that thematic analysis involves the researcher asking broad questions and collecting word data from participants and he or she then looks for related themes and describe the information in themes and patterns exclusive to that of set of participants. Data was then put into identified themes and categories after which interpretation and discussion was done thematically. During data analysis in qualitative research, the researcher will have to put into consideration the following steps which can be found in interviews. Sidhu (2013) stated that the analysis includes seven steps. These steps to be used in this study are the following:

The first step is familiarisation, which means the researcher becomes familiar to the material by means of reading through the transcripts. This step is important in making corrections in the transcripts. At this stage data from the respondents interviewed was transcribed by listening to the voice recorder each and every participant's responses were written on paper.

The second step is compilation of answers from participants to a certain question. The researcher should identify the most significant elements in answers given by participants. All the participants' answers to a particular question were coded and compiled using numbers and letters. The third step is a condensation, or reduction, of the individual answers to find the central parts of a dialogue. At this stage response which seemed not to be in line with the questions were deleted. The fourth step is preliminary grouping or classification of similar answers. The answers which were similar from all the respondents were grouped together so as to identify the themes. The fifth step is a preliminary comparison of categories. At this stage data was classified according to the identified themes for a particular question. The sixth step is the naming of categories. At this stage the verbatim to be quoted were identified on a particular theme. The last step is a contrastive comparison of categories, at this stage the study compared variations from different participants and how they relate to a particular question or theme. It includes a description of the character of each category and similarities between categories. Therefore, this study analysed data from the interview guide. The study analysed data from the interview guide by grouping the emerging themes with emphasis on the main variables from the research questions and the objectives of the study. The participant teachers were coded with numbers from 1 to 15, participants parents were coded with numbers from 1 to 10 and school administrators were coded using the names of schools which were coded as schools A, B and C.

### **3.11. Ethical consideration**

Firstly, the researcher sought ethical clearance from Humanities and social sciences research ethics committee of the University of Zambia. Ethical issues were taken into consideration in this study. In the first place, consent was sought from the participants to find out whether or not they were willing to participate in the study. When recording the conversation using audio recording permission was sought from the participants. The researcher ensured that

names and personal details of participants were not revealed or published. The data collected was kept confidential and only be used for research purposes.

### **3.12. Summary**

In this chapter the researcher has described the research design. Descriptive design was used in this study. The study was informed by the assumptions of social constructivism which hold an assumption that an individual seek understanding of the world in which they live and work. The target population was 1470 which consisted of five school administrators, and 259 teachers from five secondary schools found in two zones in Kasama district, and 1206 parents from two communities whose children were pupils at the five secondary schools.

Sample size of the study which consisted twenty eight participants namely, three school administrators, fifteen teachers and ten parents has been highlighted in this study. Purposive sampling has been used to select parents and school administrators while teachers were selected using simple random sampling procedure and conducted in each department to make sure teachers had equal and independent chance of being selected as a member of the sample. Furthermore, the chapter has discussed the instruments to be used in this study. The study adopted semi-structured interviews because of its ability to probe into causal factors, determine attitudes and involves the interviewee in an analysis of the problem. Data collection procedure has been outlined in detail in this chapter. This chapter has also explained about pilot study, data analysis and ethical considerations that were adhered to during the study. The next chapter will present the research findings of the study.

## **CHAPTER FOUR: PRESENTATION OF THE FINDINGS**

### **4.1 Overview**

This chapter presents the findings of the study which aimed at assessing parents,' teachers', and school administrators' views on the abolishment of corporal punishment in schools. The findings are presented according to the objectives. The objectives of the study were: to establish the views of parents, teachers, and school administrators on the abolishment of corporal punishment in schools; to explore the views of parents, teachers, and school administrators on the need to incorporate parents on school disciplinary committee as a way of managing pupils' behaviour in the school system; to assess parents', teachers', and school administrators' views on the authority of teachers over pupils following the abolishment of corporal punishment and finally; to establish views of parents, teachers and school administrators on whether loco-parentis existed among teachers following the abolishment of corporal punishment. The findings from the parents are presented alongside those from teachers and school administrators. The actual words said by participants have been used as much as possible in the descriptions. The participant teachers were coded with numbers from 1 to 15, participants parents were coded with numbers from 1 to 10 and school administrators were coded using the names of schools which were coded as schools A, B and C.

### **4.2. Views of parents, teachers and school administrators on abolishment of corporal punishment in schools**

To discuss parents', teachers', and school administrators' views on abolishment of corporal punishment in schools, three other main themes emerged; alternatives of maintaining behaviour of pupils, parental involvement in managing behaviour of pupils and the policy has disadvantaged most stakeholders.

The study revealed that participants gave both positive and negative effects of abolishing corporal punishment in schools.

#### 4.2.1 Parents' views

Four (4) parents out of ten interviewed supported the policy and argued that corporal punishment instilled fear in children while six parents said that it had contributed to indiscipline among pupils. This was echoed during interviews.

For example, parent 1 said that;

*For me, I feel the abolishment of corporal punishment was done in good faith. In schools where corporal punishment was practised the relationship between teachers and pupils was not good and it instilled fear. Now pupils are free to interact with parents and teachers. They are able to consult freely. I feel the academic performance has gone up since its ban.*

Parent 5 from a different community pointed out that,

*In my view it was a good move by the government to abolish corporal punishment because teachers were abusing their authority and instilling fear in children who later stopped school for fear of the same punishment, as for girls they were forced into early marriages...*

However other parents had different views and expressed the negative side of abolishing corporal punishment in schools. The following were their views;

Parent 3 articulated that;

*Abolishment of corporal punishment has brought negative effect among children. If I compare the way we used to behave by then, it is totally different from these children. During our time we feared punishment and did things rightfully. I feel our children have been misdirected by the policy. Some children have reached an extent of reporting their parents or teachers to the police if they have been beaten. Therefore; they can do anything at school or home knowing that they are protected by the law.*

Further parent 2 disclosed that;

*In my view when corporal punishment was in place children used to behave well. Every time the child misbehaved the teacher was able to punish that child. I feel corporal punishment should be brought back in schools. This policy is alien to our culture and it has destroyed our children.*

#### **4.2.2 Teachers' views**

Teachers brought out both positive and negative effects of abolishing corporal punishment as well. The majority of teachers interviewed indicated that the policy had contributed to low academic performance apart from indiscipline. Their responses were as follows;

Teacher 1 from school A, a girl's boarding school said;

*Corporal punishment had a number of effects not only short term but also long term. Psychological effects such as low esteem and fear that made alot of pupils to stop school prematurely. Therefore, I can commend the government for abolishing it, though the behaviour of pupils is quiet bad now. Pupils do not respect teacher especially female ones. They are more interested and respect male teachers than female teachers at this school. May be they think, us female teachers we are jealous of them.*

Although she commended the government for banning corporal punishment in schools, she acknowledged the deterioration of behaviour among pupils.

Teacher 10 from A, a girls' boarding school said;

*There are so many challenges as a school we are grappling with following the abolishment of corporal punishment in schools. I do not know how we are going to survive as teachers because we have been left with nothing and it is posing a great risk to teachers. Our friends in South Africa and United States of America are being stabbed or killed by pupils. The offences committed by the pupils are at rampant side following the abolishment of corporal punishment unlike the time it was practised.*

Similar sentiments were echoed by teacher 9 at school B;

*Although it has been abolished, it has brought a lot of challenges to teachers in terms of handling discipline to pupils. It has negatively affected the teachers where discipline is concerned. Though some teachers went too far in using corporal punishment but it helped to foster discipline among pupils unlike this time*

Teacher 4 at school C, a boys' day secondary school indicated that;

*In my view the abolishment of corporal punishment has both good and bad effect. It is good in the sense that a lot of organisations nowadays are upholding human rights. It seems slowly people are changing and conform to the policy. The bad part is that the policy has contributed to indiscipline among pupils. The bible says spare the rod and spoil the child. Our society in Zambia it is impossible to nature a child without a wipe.*

Teacher 2 from school B, a co-day secondary school said;

*Since the abolishment of corporal punishment our pupils have no interest in education. This has led to rampant examination leakage. You need to be hard for them to like school. Without hard punishment you will be finding half of pupils in class attending lessons. In general the behaviour of pupils is bad.*

Teacher 7 from school C, a co- day secondary school indicated that;

*I think it has brought more harm than good, reason being that, in the past when pupils were subjected to corporal punishment they had fear but this time they even insult teachers. It was not suppose to be removed. At home we do administer corporal punishment to the same children we have at school. You see even the academic performance has gone down*

#### **4.2.3 School administrators' views**

The study revealed that two school administrators indicated that corporal punishment had contributed to indiscipline among pupils. On the contrary, one school administrator welcomed the decision by the government to abolish corporal punishment but was quick to

admit that corporal punishment had brought more harm than good in terms of pupils' behaviour.

The following were the responses from three school administrators from three schools coded as A, B and C.

One school administrator at school A said;

*I will be very honest with you. It's unfortunate the law means well to protect those who feel are not protected but we have destroyed one component that we need to have imparted in our children in that its hard nowadays to control our pupils following the abolishment of corporal punishment in schools. It is almost impossible to institute discipline if not just resorting to chasing which I think we are not solving the discipline or transform someone.*

Additionally, a school administrator at school B said;

*The abolishment of corporal punishment in schools has brought negative effect in schools. It has not been helpful to the system. The behaviour for pupils is very bad. They insult teachers knowing that no stiff punishment will be given to them. Pupils feel more protected than teachers by the law which is very unfortunate.*

On the contrary the school administrator at school C had a different view and said;

*The abolishment of corporal punishment in schools for me was fine because the school is not a prison where you have to beat the pupils. It was a good idea. Pupils were psychologically affected. It instils fear in them Otherwise the behaviour of pupils following the abolishment of corporal punishment has gone down in schools.*

From the above views, it can be concluded that the behaviour of pupils in schools where the study was conducted had changed drastically posing a threat to teaching and learning process at any given school. It was evident that corporal punishment affected pupils psychologically by instilling fear in them and resulted into low self-esteem.



#### **4.2.2.1. Alternatives of maintaining behaviour of pupils**

The following were the responses from parents, teachers and school administrators on alternatives of maintaining behaviour among pupils following the abolishment of corporal punishment.

#### **4.2.2.2 Parents' views**

The study revealed that all parents interviewed emphasised the need to adhere to Biblical teaching on discipline which says 'spare the rod and spoil the child'. They further said that they teach their children to respect teachers and other elders in the community.

The following were the responses from the parents;

Parent 3 postulated that;

*It depends on a parent, for children who come from Christian homes we try by all means to teach them Christian values. We do have lessons with them every evening, pray with them and make them understand their mistakes. The method seems to work.*

Parent 8 articulated that;

*As for me I do not tolerate indiscipline at home and school. If he or she goes into extreme I use a wiper to control the child. Using a wiper does not mean that you do not love a child. The Bible also encourages us to use a rod. It says spare the rod and spoil the child.*

Additionally, parent 4 from another community observed;

*As a parent you just need to counsel the child about dangers of bad behaviour. Also stressing that if the bad behaviour continues he or she will end in prison. But sometime it is necessary to use a wiper.*

#### **4.2.2.3 Teachers' views**

The study established that, teachers resorted to giving simple punishment such as sweeping the surrounding, watering the flower beds and picking litter from the surrounding. They also

said counselling as an alternative measure to corporal punishment was not effective. Their views were as follows;

Teacher 12 from school A, a girls' boarding school said;

*I punish them for example to slash, sweeping the surrounding. Unfortunate it does not change the behaviour of pupils. Sometimes as a teacher you reach an extent of calling the parents or institute corporal punishment.*

Similarly teacher 3 from school B, a co-day secondary school disclosed that;

*Counselling department is doing their part but as individual teachers we need to supplement the effort made by them. The counselling department has a lot to do that is why it is less effective at this school. Therefore, in extreme cases corporal punishment is instituted on a pupil.*

Additionally, teacher 5 at school C, a boy's day secondary school said;

*It is difficult to administer corporal punishment, once administered they will report you to human rights commission or a local radio station. At this school we give them light punishments such as picking papers, watering flower beds which has proved not to be effective in managing undesirable behaviour of pupils.*

It was discovered that corporal punishment still existed in schools as the last resort to correcting pupils' behaviour regardless of its ban. Teachers justified their use of corporal punishment to pupils' rudeness and lack of respect for them. They also said simple punishment such as sweeping the surroundings; watering flower beds and picking litter from the surroundings as alternatives to corporal punishment was not effective in managing undesirable behaviour of pupils following the abolishment of corporal punishment.

#### **4.2.2.4 School administrators' views**

Similar remarks were also echoed by school administrators who described the issue of giving simple punishments such as sweeping the surroundings and watering flower beds as alternative to corporal punishment as ineffective. Their responses were as follows;

The school administrator at school A said;

*Currently we are using less punishment such as sweeping the surroundings, watering flower beds which have proved to be less effective.*

The school administrator at school B also said;

*As a school management we have resolved to give less punishment to pupils who are found wanting but surprising pupils enjoy these punishments. Some would stay outside the classroom enjoying sweeping the surrounding...*

The school administrator at school C a boy's day secondary school added the following;

*We do not suspend pupils because we feel they will lose a lot of time so we have put much emphasis on counselling and less punishments such as sweeping the surroundings and watering lawns which has proved to be less effective in controlling the behaviour of pupils...*

#### **4.2.3.1 Parental involvement in managing behaviour of pupils**

All three categories of participants were asked to ascertain whether parents do help school managements in managing behaviour of pupils following the abolishment of corporal punishment in schools. Teachers and school administrators revealed that very few parents did help them in managing the behaviour of pupils.

#### **4.2.3.2 Parents' views**

On the contrary, the study revealed that, parents indicated that they did help school managements in managing behaviour of pupils. They said that they did monitor their children's behaviour through their grade teachers but lamented that children get influenced by their peers and dilute their efforts of instilling discipline in them. The responses from the parents were as follows;

Parent 6 observed that;

*For me I do help teachers to manage the behaviour of my children. Every time I take my children to school I do inquire about their behaviour. Once I discovered that he or she misbehaves at school I discipline that child immediately. But I feel we need to work together with teachers.*

Parent 10 disclosed that;

*I usually have time to talk to my children about how they should behave in society. I strive hard to teach them good morals just like the way my parents raised me. Sometime I go to school and ask the class teacher about her behaviour. If I discover that she misbehaves I tell the teacher to punish her. This has helped us in managing the behaviour.*

Parent 7 had the following to say;

*Personally I would like my child to be punished by the teacher either canning or digging a pit if he or she misbehaves. For us who passed through the old system at both school and home we became responsible and we have stable families. Therefore, using a wipe is not a bad idea.*

#### **4.2.3.3 Teachers' views**

Teacher 14 at school A, a girls' boarding school said;

*Parents are reluctant in helping us to manage the behaviour of pupils following the abolishment of corporal punishment. Parents are not serious with their children's welfare at this school. Very few parents could come and attend to the problem their child has created. They have left the work entirely to teachers.*

Teacher 8 at school B a co- day secondary school said,

*The majority of parents do not help us in managing the behaviour of their children because most of the time they are on the side of children. Some time you could find they report on a local radio station if any teacher administered any stiff punishment. They blame teachers without knowing the source of the punishment....*

Similar views were expressed by teacher 11 at school C, a boys' day secondary school and said;

*In my view it is yes or no. No in the sense that some parents do not come even when you summoned them. It is one of the annoying parts because parents are major stakeholders. We cannot mould the behaviour of a child alone. However, some parents do respond promptly but a number of them amounting to 90 percent do not respond to the call.*

Additionally, teacher 13 from school B said the following;

*In my view we have two types of parents. There are those whom we can say disciplinarian. Others are too weak to control their children. You could see it when you invite them. They could openly say that they have failed to discipline their child and it's up to the school authority to help them manage the behaviour.*

#### **4.2.3.4 School administrators' views**

The school administrator at school A said;

*From the policy point of view before we release the child who have been found wanting we summoned the parents unfortunate most of the parent do not adhere to the call. We feel like we have been left alone in handling disciplinary cases for our pupils. Before parent teachers association (PTA) was abolished, parents were informed during meetings about the cases pupils commits at school. Some parents would be sympathetic and encourage us to do whatever we can do to correct the behaviour of pupils. In the process they would suggest some measures...*

The school administrator at school B expressed frustration at lack of support from parent in managing behaviour of pupils. He said;

*Very few parents help us in managing the behaviour of pupils. Probably some of the parents are busy to make follow ups of their children's behaviour and academic performances. When you request for them as school management they do not show up. Sometimes these pupils they would trick you by bringing someone who is not their parents. As school management we have tried by all means to engage parents but a good number of them do not come when summoned over their children's misconduct at school.*

#### **4.2.4.1 The policy has disadvantageded most stakeholders**

The majority of participants interviewed cited teachers to be the most disadvantageded by the policy because the policy had given the pupils a lot of rights. However, others pointed out that the society had been disadvantageded in that even after pupils finish school they had become irresponsible. They further stressed that parents had also failed to instil discipline in their children because their hands seem to be tied by the policy or law as well.

#### **4.2.4.2 Parents' views**

Parent 9 observed that;

*In my view teachers are disadvantageded by the policy because teachers know the repercussion of breaking the law. Children have gone as far as reporting the matter to the police.*

In addition, one parent blamed his fellow parents for instilling fear in teachers by encouraging the children to report teachers to the police once corporal punishment had been instituted on them. He had the following to say;

*There are two types of parents .There are those who supports teachers to punish the children. Others encourage their children to report teachers to the police once corporal punishment has been instituted on them. These parents instil fear in teachers. Therefore, teachers are affected by the policy.*

Parent 5 argued that children were affected by the policy. He articulated the following;

*In my view children are greatly affected. The policy has given children more rights, freedom and created laziness. During our time once you fail the test teachers were giving us stiff punishment or beating but nowadays once the teachers does that, the child will report a teacher to the policy. In the process the relationship will be sour between the teacher and the child. This may affect his or her academic performance.*

#### **4.2.4.3 Teachers' views**

Teacher 15 from school A, a girls' boarding school said;

*Teachers are being disadvantaged by the policy because the pupils feel empowered by the policy in place. They can even beat or insult you as teacher. As teachers we feel we have no legal backing in our execution of work.*

But teacher 10 from the same school A had a different view and said;

*In my view pupils are being disadvantaged in the process. As teachers we come for work to shape their future, but if they misbehave it does not affect me, it affects them in the process. I will still remain a teacher.*

Teacher 2 from school B, co- day secondary school argued that;

*I feel all stakeholders are being disadvantaged by the policy. For instance, if a child misbehaves he or she will be affected, teachers may chase her or him from the class. For teachers and parents fear being reported to the police if any stiff punishment has been administered on them. At the end of the day all stakeholders are vulnerable.*

Teacher 6 from school C, a boys' day secondary school articulated that;

*In my view I would say both teachers and parents are disadvantaged. For instance this morning one pupil was smelling daga, I searched his bag I found cigarettes and matches. It is an indication that even at home these children do not obey their parents. Parents will not beat them in fear of being taken to the police.*

#### **4.2.4.4 School administrators' views**

The school administrator at school A girl's boarding school said;

*All of us as a society we have lost and been disadvantaged in that we have given certain people a lot of rights with minimum responsibilities to the level where at the end of the day we are having a scenario where children even after they are done with school they become irresponsible in society. For teachers they have lost the grip to instil discipline, to parents its worse if they fail to discipline their children they prefer to bring them here, they tend to assume that may be we are*

*reformatory centres or we have magic power to manage behaviour. For children themselves we have denied an opportunity to something they can use as an avenue to shape their future.*

The school administrator at school B expressed his views as follows;

*Teachers have been disadvantaged by the policy because pupils do not fear them. The current generation of pupils we have enjoy the light punishments which have replaced corporal punishment. For instance in this term of the school if you punish a pupil to sweep the surrounding he or she will enjoy sweeping than being in class. When the teacher administers punishment to pupils they report to police victim support unit which is unfortunate situation.*

#### **4.3 Parents', teachers', and school administrators', views on incorporating parents on school disciplinary committee**

All parents, two school administrators and thirteen teachers welcomed the concept of incorporating parents on school disciplinary committee and stressed that it would address the gap the law had left between school managements and parents in managing the behaviour of children. While one school administrator and two teachers revealed that parents would have little muscle on the committee and the process to disposal off the cases would be long.

##### **4.3.1 Parents' views**

Parent 8 opined that;

*Definitely it will help and bridge the gap between the teachers and parents in managing the behaviour of children. It will also foster good relationship between teachers and parents that will enhance good behaviour in children. Any decision the disciplinary committee will arrive at will have blessings from parents. Parents will not complain because they will be part of the decision.*

Parent 2 stated the following;

*In my view it is a good idea because managing the behaviour of children should be holistic in nature. Teachers will not feel alone in managing the behaviour of*



*children. The concept will also strengthen the relationship between teachers and parents.*

Similar views were expressed by parent 1 who said;

*I feel it will be helpful in that, when parents and teachers come together they will be able to solve difficult problems like this. It will also relieve the burden teachers have in managing the behaviour of children following the abolishment of corporal punishment. Their tied hands will be loosen a bit.*

#### **4.3.2 Teachers' views**

Teacher 10 from school A, a girls' boarding school articulated the following;

*In my view it is very possible we can incorporate them on the disciplinary committee. The involvement of parents on the disciplinary committee will bring a positive dimension and energy among stakeholders. It will go a long way in filling the gap that has existed between teachers and parents in managing the behaviour of pupils....*

Also teacher 3 from school B a day co-secondary school had this to say;

*I feel the concept will help to fill the gap between the teachers and parents in the sense that the parents will add their voices in managing the behaviour of pupils. The only problem could be that most of them are busy to attend the disciplinary meeting. They can play role of counsellor to pupils.*

Additionally, 5 teachers at school C, boys' day secondary school said;

*It will be ideal to incorporate parents on the disciplinary committee because even them their hands are tied by the policy just like us. They will be able to come up with concrete solutions on how to discipline pupils...*

Those two teachers who disagreed with the concept of incorporating parents on the disciplinary committee argued that if pupils had failed to respect teachers following the ban of corporal punishment in schools they could not respect the parents on the committee as well.

Their responses were as follows;

Teacher 13 from school B, a co- day secondary argued that;

*For me the challenge would be that most children we have today have no regards for other parents unless their own parents. If they cannot respect teachers what about the person they do not know. The best way could be that every time the disciplinary committee convene they call the parents of a child to come and attend.*

Teacher 4 from school C, boys' day secondary school had the following to say;

*It may not fill the much needed gap between teachers and parents in terms of managing the behaviour of pupils in the sense that most of our pupils stay on their own at this school. They have come from distant places. Therefore respect for teachers has gone down so even if the parents would be part of the disciplinary committee they cannot respect them.*

#### **4.3.3. School administrators' views**

School administrator at school A, a girl boarding school said;

*I will be very honest with you, to the large extent what I see in most parents is that they avoid dealing with problematic cases. They would rather send their children to this school assuming that we will reform them; therefore, putting them on the committee will lengthen the process of trying to discipline the child. The best way is to strengthen the co-existence among stakeholders and the school management to open the avenue to talk to parents frequently.*

At school B, a co-school the school administrator said the following;

*The concept could help but parents would have little muscle on the children because of other stakeholders who are interested in a child. Previously in society a child was everyone's child, if you find another person's child misbehaving, a particular parent was able to reprimand that child and if that child goes home and report to the parents were able to beat that child. But today if you beat another person's child for misbehaving, the parent will come fuming. So the concept will have little impact...*

Similar sentiments were echoed by the school administrator at school C a boy's day school;

*In my view the concept will help to fill the gap manage the behaviour of pupils collectively, but it will take time to disposal off the cases. The parents are quiet busy for instance if you request them to come and attend to the offence their child has committed at school they reluctant to the call. Very few parents show concern over such matters. Probably gathering all cases and set a day for punishment will help parents to be actively involved in the process and fill the gap.*

#### **4.4 Parents', teachers' school administrators' views on authority of teachers following the abolishment of corporal punishment in schools**

The study revealed that teachers' authority over pupils had been drastically reduced especially those who taught at day secondary schools. Two parents, three teachers and one school administrator out of those interviewed insisted that the authority of teachers depended on a strong personality of a teacher in charge of a class.

##### **4.4.1 Parents' views**

Parent 3 disclosed that;

*From my observation teachers have no authority when it comes to control the behaviour of pupils because they are able to listen to various media sources on human rights. Therefore, when a teacher institutes any punishment, the pupil will refuse in the name of human rights or report the matter to the police*

Parent 9 blamed his fellow parents for the reduction of teachers' authority and had the following to that;

*In my view parents have contributed to reduction of teachers' authority. I witnessed one incident where the child after being punished she reported the case to the parent, apparent the parent went to the head teacher who failed to defend his teacher. It's like children are at liberty to do whatever they want.*

Parent 6 observed that;

*Previously teachers had authority but nowadays pupils look down upon teachers. Sometime they insult teachers knowing that no stiff punishment will be given. At home we have authority we beat them if they misbehave.*

However, those parents who argued that teachers still had authority to manage the behaviour regardless of the ban of corporal punishment in schools had the following to say;

Parent 10 opined that;

*In my view teachers still have authority. They just need to come up with tough rules that will compel pupils to behave properly. I feel human rights should be there to regulate the teachers toward pupils.*

Parent 4 articulated that;

*From my observation teachers still have authority, there just certain powers that have been withdrawn from them. They are in charge of a learning environment. If they feel they are challenged by pupils they need to summon the parents together with a child and find a solution.*

#### **4.4.2 Teachers' views**

Teacher 2 from school B, a co-day secondary school indicated that;

*Generally it is the duty of teachers to manage the behaviour of pupils but at the moment the behaviour of pupils is bad. Our authority has been compromised by the policy which has given pupils a lot of rights. We have no legal backing as teachers; we just punish pupils at our own risk.*

Teacher 11 from school C, a boys' day secondary had the following to say;

*In my view we do not have much authority over these pupils. Pupils usually say punishing us as if they are our mothers, we come here to learn not to be punished. Therefore, the authority and respect we had, had been reduced among teachers.*

The above sentiments summarized the views of those teachers who lamented that their authority over pupils had been reduced due to the abolishment of corporal punishment in

school. They further said that parents were to be blamed because they were not supportive and sometimes reported teachers to the Victim Support Unit (VSU) if punishment had been instituted on their children.

However, two (2) teachers out of fifteen said that teachers still had authority regardless of the policy in place. They stressed that authority of teachers depended on the personality and the type of leadership style he or she would employ in his or her class. They further said that, those teachers with strong personality were able to manage the behaviour of pupils with less difficulties.

Their responses and explanation were as follows;

Teacher 8 from school B, a girl's boarding school said;

*For me I have the authority whenever I enter the classroom, the pupils they know that this teacher is difficult. I have told them if you come late, you should go out and they obey. Therefore, I feel it depends on the personality of someone. Some teachers are weak you hear some noise while teaching and learning is taking place....*

Similar views were articulated by teacher 4 from school C;

*With me I have told my pupils that whoever fails my subject will be punished. Pupils know that if they get below 50% will be punished. If I am teaching after break time by 09:50 most pupils will be in class. Therefore, I still maintains the authority of managing the behaviour of pupils regardless of the policy.*

#### **4.4.3 School administrators' views**

At school A, a girl's boarding school, the school administrator said;

*For our teacher there days and times when you might find their hands are tied because they will have done everything they used to do to control the pupils. I witnessed the cases where a pupil was suppose to be punished by the teacher but the pupil says let me think about it. Generally from the human point of view it is like the pupil has belittled your authority as a teacher. It is not surprising to see*

*that the authority of teachers have been reduced and they have removed active framework for teachers but expect teachers to perform effectively. Teachers nowadays usually say let the system take care of itself as long as we are not affected. We can still move on....*

Additionally, the school administrator at school B, a co-day school said;

*The authority for teachers at this school is average following the abolishment of corporal punishment. The grip on pupils has been reduced among teachers although very few could be rated as good but most of them fail because the policy has removed the muscle. Pupils usually threaten them. Sometimes the disciplinary procedure is not good when the school management recommends for suspension, other stakeholders like the district education board secretary (DEBs) or provincial education officer (PEO) interfere in the process. Therefore, when a pupil comes back he or she looks like a hero to other pupils. Pupils have more rights than teachers.*

The school administrator at school C, a boy's day school had the following to say;

*In my view the authority of teachers has been reduced although some teachers have. Those days when corporal punishment was in place it was the best. At the moment it depends on the strong personality of a teacher. Pupils nowadays do not respect teachers and they feel they have more rights than any other person.*

From the above views it is clear that every time school managements instituted stiff punishment on an offender, senior education officers such as the provincial education officer (PEO) and district education board secretary (DEBs) intervene. At the end the offender looked like a hero to his or her fellow pupils the situation the school administrators described as unfortunate and compromise the authority of teachers.

#### **4.5 Parents', teachers', and school administrators', views on whether teachers had loco-parentis following abolishment of corporal punishment**

To discuss parents', teachers', and school administrators' views on whether teacher had loco-parentis following abolishment of corporal punishment in schools, one theme emerged; effective measures to replace corporal punishment.

The study established that loco-parentis among teachers who taught at the day secondary schools did not exist while it existed at a boarding school due to the nature of the school.

##### **4.5.1 Parents' views**

The following were the responses from the parents;

Parent 7 opined that;

*In my view the spirit of loco-parentis among teachers has been compromised by the policy and human rights. I feel teachers fear to be insulted by pupils. From my observation it does not exist.*

Parent 1 disclosed that;

*In my view it is no longer there because most children do not look at teachers as parents. They just look at them as mere teachers who have no control on whatever they are doing because of human rights. Teachers' hands are tied so they just look at those children as children of their parents.*

Parent 6 articulated that;

*From my observation us parents we are too protective. We defend our children in the name of human rights even if they have misbehaved at school hence destroying the spirit of loco-parentis among teachers. Teachers do not feel like parents nowadays.*

Parent 3 added that;

*It is longer there. It's like they have taken part of parenthood and authority from teachers by the policy. Teachers do not pay attention even when the children are*

*not performing well academically. Probably they fear to be implicated if they try to discipline a child.*

#### **4.5.2 Teachers' views**

Teacher 13 from school B, a co-day secondary school said;

*In my view loco-parentis among teachers has been reduced compared to the time corporal punishment was practised because pupils nowadays lack respect toward teachers. They do not fear, they can even insult you knowing that they will not be punished. The school management will just give them light punishment like sweeping the surrounding.*

Teacher 9 from the same school B said;

*In view loco-parentis among teachers no longer exist. For instance one incidence a pupils treated her hair and we tried to control her as members of staff but the parents were upset and aired the grievance on local radio station condemning the teachers over the action they took. Parents support their children hence we refrain ourselves and we feel not being appreciated for the effort we do.*

Teacher 6 from school C, a boys' day secondary school articulated the following;

*To some it is still there, but most teachers they do not feel like being parents to them because most pupils are not ready to be controlled by teachers. To those who are ready to be controlled you can exercise that parenthood. Most pupils do not consider us parents they think our role is to teach*

Teacher 7 from school C disclosed that;

*As teachers we are being undermine by pupils knowing that we will not give them stiff punishment hence we do not feel like parents. We also fear to institute any stiff punishment on them. For instance one of our staff was reported to the police after administering corporal punishment to a pupil who insulted him.*

On the other hand, all teachers who were teaching at the boarding school argued that loco parentis still exist among them because of the nature of the school. They said it existed because they spend a lot of time with pupils at the school. Furthermore, they revealed that,



parents trusted them and this has created good relationship between them and parents. They said that in the absence of parents they took their roles as immediate parents. The following were the responses from the teachers;

Teacher 12 from school A, a girls' boarding school said;

*In my view being a boarding school, loco-parentis among teachers still exist. Personally I am a house counselling. We look into welfare of the pupils with keen interest. There is mother-father relationship with our girls here. The girls have given our phone numbers to their parents and they do communicate with us.*

Teacher 14 from the same school A articulated that;

*Mostly in a boarding school like ours parents entrust teachers to take care of their children. So we usually take them like our children. We talk to them regularly. We feel they are part of our families.*

#### **4.5.3 School administrators' views**

The responses and explanation from the school administrators were as follows;

The school administrator at girl's boarding school coded as school A said;

*Teachers here go to extreme length. Being a boarding school the loco-parentis among teachers is huge here. Teachers here are forced even at 24 hours to go and attend to the pupils. Probably it is because of the nature of the school. When parents are not here we take their roles. Parents also trust us.....*

On the contrary, the school administrator at school B said;

*Loco-parentis has not been very effective among teachers. Others who have parenthood at heart they try to act as parents and help these boys and girls. Others they just take it as a job as long as they go to class and meet the objectives and come out.*

Additionally the school administrator at school C, a co- day secondary said the following;

*They no longer feel like parents because pupils do not respect them. So when the pupils misbehave they would rather bring those pupils to the head or deputy head teacher for discipline which is unfortunate.*

The school administrators at school B and C echoed the same sentiments on loco-parentis among teachers by stressing that it had been drastically reduced due to lack of respect from pupils following the abolishment of corporal punishment in schools.

#### **4.5.1.1 Effective measures that could replace corporal punishment**

Participants had different views on effective measures that could replace corporal punishment in schools. Some participants insisted on bringing back corporal punishment but in a regulated way. Their responses were as follows;

#### **4.5.1.2 Parents' views**

Parent 9 observed that;

*In my view giving offenders manual work such as digging pit or cultivating will be a good measure to corporal punishment.*

Parent 4 suggested the following;

*In my view corporal punishment should be brought back in schools. It will help to maintain discipline among children.*

Parent 2 had the following to say;

*In my view counselling should be intensified in both homes and schools than administering corporal punishment*

#### 4.5.1.3 Teachers' views

Teacher 1 from school A, a girls' boarding school said;

*In my view, strengthening of counselling services at schools by staffing reasonable number of staff in counselling and guidance department will be an idea measure to replace corporal punishment*

Teacher 15 from the same school expressed that;

*Government schools should take the stance mission schools have taken in dealing with undesirable behaviour where parents are obliged to any action the school would take. Parents also sign some abiding documents not to interfere in disciplinary procedure.*

Teacher 13 from school B, a co-day secondary school advocated for the concept of incorporating parents on the school disciplinary committee and had the following to say;

*Incorporating parents on the disciplinary committee would strengthen the partnership between teachers and parents. It will lead to effective management of behaviour of pupils.*

Teacher 7 from school C, a boys' day secondary school articulated that;

*In my view corporal punishment should be brought back but should be regulated. This would enable teachers to return the authority and dignity they have lost*

Teacher 6 from the same school C suggested the following;

*In my view introduction of forced transfer to those pupils who do not abide to the school rules will help and senior education officer should not interfere in any disciplinary action the school would take just like the mission school.*

The sentiments highlighted above such as re-introduction of corporal punishment, forced transfers, incorporating parents on disciplinary committee, and strengthening the counselling process at schools summarised the views of all teachers interviewed on this item.

#### 4.5.1.4 School administrators' views

The school administrator at school A, a girls' boarding school opined that;

*In my view digging pits will be effective and should be done after classes. The Ministry of General Education (MOGE) should also come up with the policy that will make parents comply to any discipline measure that school management would institute on any pupil found wanting just like the mission schools does.*

The school administrator at school B, a co-secondary school emphasised the need to uphold the Biblical teaching on discipline and had the following to say;

*In my view the Bible is supreme than the constitution, it allows the use of a rod to any misbehaving child therefore, it could be better to regulate the administering of corporal punishment in a way that is transparent. It would help the children to act in an orderly way.*

The school administrator at school C, a boys' secondary school added the following suggestions;

*The approach of correcting undesirable behaviour among pupils should be holistic. All stakeholders such as parents, teachers and school administrators should be involved in the process. Also senior education officers like the DEBs or PEO should not interfere in any disciplinary action instituted by any government school just like the way they do not interfere in any action taken by mission schools. I feel their intervention compromise on the authority of school management and teachers at large.*

From the views above it is evident that most participants did not understand corporal punishment for example, school administrators and teachers admitted that they punished pupils to dig the pit which is corporal punishment in reality. They also advocated digging pits as effective measure to replace corporal punishment. It seemed corporal punishment to them was inflicting pain on pupils.

#### **4.6. Summary of the findings**

In this chapter the researcher has presented the findings of the study. The participants in the study brought out different views over the topic under research. Four (4) parents and three (3) teachers welcomed the decision by the government to ban corporal punishment in schools by stressing that it affected pupils psychologically and some teachers went too far on administering it. Some of the psychological effects cited by the participants were that corporal punishment instilled fear in pupils (children), which led to low esteem among pupils especially those who experienced it. Some pupils stopped school prematurely in fear of being punished and opted to be married off while others were forced to be found in the streets. They also echoed on how corporal punishment contributed to low performance among pupils.

On the other hand the participants in the study revealed that the policy had contributed to pupil's indiscipline in both at school and home. They cited teachers to be the group most affected by the policy in that pupils could insult and threaten them because no stiff punishment would be instituted on them. Sometimes teachers were reported to victim support unit (VSU) that deal with child abuse if they administered corporal punishment on them. The teachers described this situation as an unfortunate. Teachers and school administrators emotionally complained about lack of parental involvement in behaviour management of children though parents stressed that they did help them by counselling their children at home. It was fascinating to discover that corporal punishment still existed in both school and home where the study was conducted regardless of its ban. It was discovered that at home corporal punishment seemed to be culturally accepted than at school.

On incorporating parents on the school disciplinary committee, teachers had different views, two (2) teachers said that it would lengthen the disciplinary procedure but the majority (13 teachers) supported the concept by stressing that it would help to manage the behaviour of pupils and address the gap the policy had left between school managements and parents. It

would also strengthen the partnership between school management and parents in behaviour management of children by adopting a consensus approach. The parents gave an affirmative response over the matter. They emphasised the need to have a holistic approach in managing the behaviour of the children in the school system.

The chapter further highlighted on the authority of teachers over pupils following the abolishment of corporal punishment in schools. Eight (8) parents, thirteen (13) teachers and all three (3) school administrators agreed that teachers' authority had been greatly reduced and attributed this to rights the pupils were enjoying which were embedded in statutory instrument (Education Act of 2011). However, two (2) parents and two (2) teachers argued that teachers still had authority and it depended on the personality of a teacher. Those with aggressive personality for example tended to control pupils without difficulties.

As regards to whether loco parentis existed among teachers following the abolishment of corporal punishment in schools, teachers who taught at day secondary schools lamented that they no longer felt like parents because pupils sometimes did insult and threaten them. Parents also favoured their children who usually incited them to report the teachers to the victim support unit if they instituted corporal punishment on them. On the other hand teachers who taught at the boarding school indicated that loco-parentis among teachers did exist due to the nature of the school. Teachers usually spend a lot of time with the pupils and had taken the roles of parents in their absence. Equally parents did trust the teachers who taught at boarding school unlike those from the day schools. All parents echoed the same sentiments by stressing that from their observations loco-parentis among teachers did not exist. They further said that it could be seen through how teachers nowadays no longer care about the pupils' behaviour and academic performance.

The participants suggested some of the effective measures that could replace corporal punishment such as involving parents on the school disciplinary committee. They said this would strengthen the partnership between the parents and school management. They further suggested strengthening the counselling services at school. They suggested that government schools should take the stance mission schools have taken especially when it comes to discipline of the pupils. They also suggested that senior education officers like the PEO and DEBS should not interfere in the discipline process at school level because they compromise on the authority of school managements or teachers. Lastly, some participants insisted on Biblical teaching on discipline by stressing the Bible verse that says that, spare the rod and spoil the child. In chapter five the researcher discusses the findings of the study.

## **CHAPTER FIVE: DISCUSSION OF THE FINDINGS**

### **5.1 Overview**

This chapter discusses the findings of the study whose aim was to establish parents', teachers' and school administrators' views on the abolishment of corporal punishment in schools in Kasama district. The discussion of findings presented are based on objectives of the study and the themes that emerged. The objectives of the study were; to establish the views of parents, teachers, and school administrators on the abolishment of corporal punishment in schools; to explore the views of parents, teachers, and school administrators on the need to incorporate parents on school disciplinary committee as a way of managing pupils' behaviour in the school system; to assess parents', teachers', and school administrators' views on the authority of teachers over pupils following the abolishment of corporal punishment and finally; to establish views of parents, teachers and school administrators on whether loco-parentis existed among teachers following the abolishment of corporal punishment. The discussion of findings from the parents has been integrated with those from teachers and school administrators

### **5.2 Parents', teachers,' and school administrators', views on the abolishment of corporal punishment in Schools**

Participants brought out both positive and negative effects of abolishing corporal punishment in schools during interviews. All three groups of participants acknowledged some of the negative effects of corporal punishment by pointing out that corporal punishment instilled fear in pupils leading to low self-esteem. Fear forced pupils to stop school prematurely and opted to get married especially girls while boys opted to be in the streets begging or selling some goods. Some pupils avoided school in most of the cases in fear of being beaten by teachers a situation which led to poor academic performance among those who experienced it. From the study conducted it was clear that corporal punishment affected the pupils'



cognitive, emotional and social development respectively. It also had implications for both the individual and wider society. For instance those who left school prematurely might have low income in future as adults hence reinforcing cycles of poverty in the society and family. For example, teacher 11 said, *'Corporal punishment had a number of effects not only short term but also long term. Psychological effects such as low esteem and fear that made a lot of pupils to stop school prematurely. Therefore, I can commend the government for abolishing it, though the behaviour of pupils is quiet bad now.'* The participants also argued that some teachers went too far in administering corporal punishment but they believed that the benefits of using it outweighed the negatives. Parent 3 pointed out, *'In my view it was a good move by the government because teachers abused their authority and instilled fear in children who later stopped school. For girls they were forced into early marriages.'*

These revelations are consistent with what a number of scholars have argued. For example, Collins (2015), Rimal and Pokharel (2013) all argued that corporal punishment sends a message that aggressive behaviour is a solution to conflict. It was an ineffective way of teaching behavioural control, and could also have serious long-term effects on children's wellbeing for example, it instilled fear in children. In addition, Gershoff (2002) in his study argued that corporal punishment was associated with anxiety disorders, substance use problems and personality disorders. Furthermore, the above findings is in line with Elbla (2012) whose article indicates that some of the pupils in Sudanese schools developed sense and feelings of fear, frustration, aggression, low self-esteem, low confidence and lacked motivation for learning as result of the continuous punishment. In view of the above discussion it is observed that both the present and previous studies have brought out the negative effects of administering corporal punishment to pupils or children. It was therefore, commended for the government to abolish corporal punishment in schools.

The participants further emphasised that the absence of corporal punishment in schools had enabled pupils or children to interact with teachers and parents freely. This observation was the major milestone the ban of corporal punishment in schools had scored. In the long run it would build high esteem in pupils because there is an opportunity for pupils to interact freely with teachers during teaching and learning process. Pupils would also view their mistakes as learning opportunities unlike some time back when a pupil made a mistake the teacher would punish that particular pupil.

The study also revealed that the abolishment of corporal punishment in schools had led to deterioration of discipline among pupils. It was echoed by all three groups of participants involved in the study. They expressed that the policy had affected the behaviour of pupils (children) both at school and home. At school, pupils did not respect teachers and sometimes they insulted them knowing that teachers would not administer corporal punishment on them. For example, teacher 5 pointed out that,

*‘I think it has brought more harm than good, reason being that, in the past when pupils were subjected to corporal punishment they had fear but this time they even insult teachers. It was not suppose to be removed. At home we do administer corporal punishment to the same children we have at school. You see even the academic performance has gone down’.*

Furthermore, the policy had made pupils to be relaxed on their studies leading to rampant examination malpractice as observed by the teachers. During the examination period pupils look for examination leakages because they were not adequately prepared for the exam. All three groups of participants affirmed that the policy had made pupils to report teachers to the victim support unit (VSU) that deals with cases involving child abuse once corporal punishment had been administered on them. In line with foregoing, Chamberlain (1996) in her study in London revealed that in her school, the classroom atmosphere was shockingly disrespectful compared to the time when corporal punishment was in use. Pupils were too noisy, easily distracted, and occasionally cheeky and rebellious toward the teacher. Similarly,

Phiri (2012) also found that the abrupt imposition of the ban on corporal punishment without provision of alternative and less harmful forms of punishment has led to the sudden deterioration of discipline in schools.

### **5.2.1. Parents', teachers', and school administrators' views on alternatives of maintaining behaviour of pupils**

The study revealed that the school managements had resolved to use simple punishment such as sweeping the surroundings, picking litter, watering flower beds and counselling as alternatives to corporal punishment though they lamented that those methods were less effective. It was discovered that corporal punishment still existed in schools and homes as last resort of managing behaviour regardless of its ban. Parents advocated for Biblical teachings on discipline by emphasising the Bible verses such as proverbs 13:24 which says "*he who spares the rod hates his son, but he who loves him is careful to discipline him*". They further said that at home parents tried by all means to impart Christian values in their children. It was, therefore, the duty of any reasonable parents or teachers to impart discipline in a child regardless of the abolishment of corporal punishment. Parent 7 disclosed that, '*Personally I would like my child to be punished by the teacher either canning or digging a pit if he or she misbehaves. For us who passed through the old system at both school and home we became responsible and we have stable families. Therefore, using a wipe is not a bad idea even the Bible encourages that*'. From their views, it is clear that they considered digging pits as not corporal punishment.

It is evident from the findings that teachers and parents insisted that corporal punishment was better in maintaining discipline among pupils. This evidence is in accordance with Mamatey (2010) research findings that discovered that, teachers in Korea acknowledged some of the negative effects of corporal punishment but most of them believed that the benefits outweighed the negatives in managing big classes of 40 or more pupils. These similarities

could be that even in Zambia and Kasama district in particular where the study was conducted teachers also handle large classes of pupils hence their suggestion of maintaining corporal punishment in managing behaviour of pupils.

Not only Mamatey, Yang (2009) also argued that though the Korean families had undergone many changes, the traditional cultural value that it was the parents' right to discipline their children was still supported just like the way the parents in the present study reaffirmed the need to discipline the pupils using corporal punishment. Discipline was most exercised through physical punishment in Korea. Kubeka (2004) in his study in South Africa found that, teachers expressed that discipline could not be maintained without punishment and that children would be disrespectful to the teachers and failed to develop to work hard. These views by Kubeka on how pupils failed to work hard on their academic performance due to the abolishment of corporal punishment are similar to those teachers in the present study echoed on examination malpractice among pupils during examination period.

The perceptions on maintaining corporal punishment in both present and previous studies could be due to universality in parenting styles and managing behaviour of children regardless the place and human rights. Zambian families had undergone many changes especially in this era of human rights but participants especially parents held a firm stance of using corporal punishment.

Contrary to the above findings that insisted on using corporal punishment, the study by Akmatov (2011) argued that corporal punishment did not appear to be superior at shaping behaviours of pupils than more positive forms of discipline. He further argue that those who advocated corporal punishment might have observed that it may lead to immediate compliance but the outcome tends to be short lived, with the pupil learning to avoid the behaviour in front of the teacher or parent, without changing their behaviour. The short term

benefit of the pupil's immediate compliance is counterbalanced by the pupil's failure to learn self-control and inductive reasoning. In addition, Oates (2010) did a systematic review on the short-term and long-term effects of corporal punishment and concluded that although children were more likely to comply with adult's demands in the short term following the corporal punishment, they did not actually learn the desired behaviour. The review also concluded that repeated and escalating levels of corporal punishment may be required to sustain the desired behavioural outcome. The above findings were supported by views of school administrator of school C who pointed out that *'The abolishment of corporal punishment in schools for me was fine because the school is not a prison where you have to beat the pupils. It was a good idea. Pupils were psychologically affected. It instilled fear in them.'*

However, there are some possible explanations for the difference in views of participants on corporal punishment in these studies. The difference could be due to cultural and religious beliefs because some people still considered it acceptable for teachers to administer punishment as form of discipline according to what their religion teach on discipline and what the society believe in, but others widely acknowledged it as unacceptable for teachers to hit pupils because they believed firmly in human rights as the driving force for their perception on the topic.

All participants in the present study echoed that counselling as a method of managing the behaviour was less effective as well and opted for corporal punishment at both school and home since it was quick and easy to administer. In addition they said counselling required time, patience and skill. Therefore, the above findings in the present study fitted well in a theoretical framework on positive and negative punishment (operant conditioning theory)

(Skinner, 1958) adopted in this study because the participants held different views on the type of punishments they would institute on a child or pupil displaying undesirable behaviour as argued above. Some participants strongly emphasised the need to use counselling or sending a pupil away from lessons which was precisely negative punishment as a way of dealing with undesirable behaviour while others insisted on the use of corporal punishment or reasonable force which was positive punishment.

### **5.2.2. Views of parents, teachers and school administrators on parental involvement in managing the behaviour of pupils**

The findings on this item revealed that teachers and school administrators expressed frustration for lack of parental involvement or support when it comes to behaviour management of their children following the abolishment of corporal punishment in schools. They further revealed that most of parents did not show up when school managements had summoned them. They lamented that some parents favoured their children and did report teachers to victim support unit (VSU) if they administered corporal punishment on their children. On the contrary, parents opined that they did help teachers through counselling their children at home. Others indicated that they did monitor their children's behaviour through their grade teachers at school. They complained that the school management did not involve them in most school programs. This had made them relaxed in working with school managements. School administrator from school B echoed the following,

*'From the policy point of view before we release the child who have been found wanting we summoned the parents unfortunate most of the parent do not adhere to the call. We feel like we have been left alone in handling disciplinary cases for our pupils. Before parent teachers association (PTA) was abolished, parents were informed during meetings about the cases pupils commits at school. Some parents would be sympathetic and encourage us to do whatever we can do to correct the behaviour of pupils. In the process they would suggest some measures...'*

On the contrary the parents revealed that they did help teachers managing the behaviour of children and parent 6 disclosed that, *'I usually have time to talk to my children about how they should behave in society. I strive hard to teach them good morals just like the way my parents raised me. Sometime I go to school and ask the class teacher about her behaviour. If I discover that she misbehave I tell the teacher to punish her. This has helped us in managing the behaviour'*.

The present findings on lack of parental involvement in managing behaviour of pupils seem to depart from the study of Mahlangu (2008) in South Africa who argued that parental involvement at school improved the behaviour and academic performance of pupils or children. His study affirms the important role that parents could serve in improving pupils' success in school. Parents' involvement in school activities, therefore, gives them an opportunity to discuss their children's behaviour with members of staff and relieve teachers' stress especially in this time when their hands are tied by the policy. All in all parents are the most important partner in a child's education and schools could reap large dividends by capitalising on their involvement. In the present study, however, it was different because parents were not fully involved in behaviour management. The difference in views among participants over the item under discussion could be due to lack of proper communication between school managements and the parents as cited earlier in this study. There is need to have effective communication between the school managements and the parents for the benefit of the pupils.

### **5.2.3. Parents', teachers', and school administrators' views on disadvantaged group following the abolishment of corporal punishment in schools**

The study revealed that, teachers were the most disadvantaged group by the policy. They said that teachers' hands were tied and had no legal backing when they administered corporal punishment to pupils compared to the parents. At home corporal punishment seemed to be

more culturally accepted than at school as means of managing behaviour regardless of its ban at both school and home. This came to light during interview. For example, teacher 4 reported, *'Teachers are being disadvantaged by the policy because the pupils feel empowered by the policy in place. They can even beat or insult you as a teacher. As teachers we feel have no legal backing in our execution of work'*. Parent 6 also echoed similar views and pointed out that,

*'There are two types of parents .There are those who supports teachers to punish the children. Others encourage their children to report teachers to the police once corporal punishment has been instituted on them. These parents instil fear in teachers. Therefore, teachers are affected by the policy''*

Although some participants cited pupils as the group which had been affected by the policy, it was clear that teachers were greatly affected because at times pupils could insult them and some parents over protected their children. This showed a weak link and between school managements and parents in matters of discipline following the abolishment of corporal punishment in schools. Thus, the situation had enabled pupils or children to report teachers to victim support unit or airing their grievances on a local radio station. In short the policy had created the gap between school managements and parents when it came to behaviour management of pupils. The study concluded that there was a need for a meaningful consensus among stakeholders as to the best ways of translating the policy into reality unlike the situation where only one group was greatly affected. Parents should be brought on board to rescue the teachers.

### **5.3. Parents,' teachers', and school administrators' views on incorporating parents on disciplinary committee**

With regard to the concept of incorporating parents on the school disciplinary committee the study revealed that the concept would be a good idea because teachers and parents would be speaking the same language. The corporation between teachers and parents would strengthen



the relationship in managing the behaviour of pupils in the absence of corporal punishment. They further stressed that whatever decision the disciplinary committee would arrive at for an offender, teachers would receive blessings from parents through their representatives on the committee hence bridging the gap the policy had left between teachers and parents. In short there would be consensus approach on managing the behaviour of pupils from parents and teachers respectively. This was through responses such as *'Definitely it will help and bridge the gap between the teachers and parents in managing the behaviour of children. It will also foster good relationship between teachers and parents that will enhance good behaviour in children. Any decision the disciplinary committee will arrive at will have blessings from parents. Parents will not complain because they will be part of the decision'* which was said by one parent during interview. The parents lamented that most of the time parents were left out on school programs by school management. They further emphasised the need to work together for the benefit of pupils or children.

The study further revealed that, two teachers and one school administrator disagreed with the concept of incorporating parents on disciplinary committee. They argued that, the concept would lengthen the disciplinary procedure. For example school administrator from school A said, *'it will take time to disposal off the cases. The parents are quiet busy for instance if you request them to come and attend to the offence their child has committed at school they are always reluctant. Very few parents show concern over such matters'*. The participants further suggested that at least four (4) parents could be on the committee to represent their fellow parents.

The above establishment is in accordance with Morrell (2001) who noted that at policy level, the South African government attempted to fill the vacuum left by the abolishment of corporal punishment in schools by forming school governing body similar to the disciplinary committee discussed in the present study. These were constituted as a major vehicle to

transform schools in to more democratic institutions. It allowed parents as stakeholders to be part of disciplinary committee at school. This approach toward corporal punishment stressed consensus, nonviolence, negotiation and development of school communities. In addition, Mahlangu (2008) observes that involving parents on the disciplinary committee was the most important and decisive area of governance in a modern education system.

This concept of incorporating parents on school disciplinary committee had never been explored in Zambia, regardless of the MOE (1996) emphasised on decentralization policy in schools. The concept of incorporating parents on disciplinary committee received overwhelming response from the participants during interviews. This showed a clear expression of democratic ideas from participants which could give the parents an opportunity to make important decisions regarding behaviour management and governance of the schools to which they were attached through their children. It is at this stage parents could have a say in the education of their children especially in the area of discipline and must be given full responsibilities in the form of the school disciplinary committee functions as suggested earlier by the participants. Therefore, there is need to fully incorporate parents on a disciplinary committee in the area where the study was conducted.

#### **5.4 Parents', teachers', and school administrators' views on the authority of teachers following the abolishment of corporal punishment in schools**

The findings from the study showed that 13 teachers out of 15, 8 parents out of 10 and all three school administrators interviewed expressed that the authority of teachers had been drastically reduced. They said that, in this era of human of rights they felt the authority and dignity of teachers had been compromised by the policy. The authority of teachers who taught at day secondary schools were more reduced than the colleagues who taught at the boarding school. They further said that pupils did not respect teachers and consider them as parents knowing no stiff punishment would be administered on them. Furthermore, the corrective

measures given to pupils were not effective to restrain them from misbehaving as revealed by the participants. For example, teacher 15 argued that,

*For our teachers there days and times were you might find their hands are tied because they will have done everything they used to do to control the pupils. I witnessed the cases where a pupil is suppose to be punished by the teacher but the pupil says let me think about it. Generally from the human point of view it is like the pupil has belittled your authority as a teacher. It is not surprising to see that the authority of teachers have been reduced and they have removed active framework for teachers but expect teachers to perform effective. Teachers nowadays usually say let the system take care of itself as long as we are not affected. We can still move on....*

The findings from two teachers who indicated that teachers still had authority regardless of the ban of corporal punishment were in line with the findings from two parents. They argued that the authority of teachers depended on the personality of the teacher. Those with strong or aggressive personality did manage to control the behaviour of pupils with less difficulty. For example, teacher 12 disclosed that, *'for me I have the authority whenever I enter the classroom, the pupils they know that this teacher is difficult. I have told them if you come late, you should go out and they obey. Therefore, I feel it depends on the personality of someone. Some teachers are weak you hear some noise while teaching and learning is taking place.'*

The revelations by the study therefore, confirm the works of several scholars. For example, Naong (2007) whose article indicates that the abolishment of corporal in South Africa had made teachers loose authority. He further argued that the passion and joy teachers had for their work had been affected since the decision of abolishing corporal punishment in schools. Gladwell (1999) also argued that teachers' authority had been taken away and attributed mainly to disruptive behaviour of pupils following the ban of corporal punishment.

In the present study parents who were more protective of their children contributed to the reduction of authority of teachers. Some parents reported teachers to victim support unit or

airing their grievances on a local radio station contributed to the reduction of teachers' authority and instilled fear in them. However, those teachers who experienced of being reported to the victim support unit indicated uncaring attitude toward pupils' welfare at school both academically and behaviourally.

#### **5.5. Parents', teachers', and school administrators' views on loco-parentis among teachers following the abolishment of corporal punishment.**

The concept of loco-parentis has been used by teachers and school administrators as a prominent component of the legal and sometimes ethical rationale for the disciplinary of pupils under their charge since time in memorial (Nakpodia, 2012: 4). This is the doctrine the Zambian education system had been following; however, the findings from the present study on the above item indicated that teachers who were teaching at the day secondary schools had been drastically reduced or to some extent it did not exist in some teachers. All three groups of participants said that children of nowadays did not respect teachers and sometimes threaten to beat them, they attributed this to the policy in place which had given pupils more rights which educational institutions were constitutionally bound to uphold and protect. For example parent 5 responded, *'From my observation us parents we are too protective. We defend our children in the name of human rights even if they have misbehaved at school hence destroying the spirit of loco-parentis among teachers. Teachers do not feel like parents nowadays.'*

Furthermore, teachers also feared that if they override constitution rights there would be no justification for not using other means of discipline such as counselling. The above sentiments in the present study are in line with Grover (2015) who argued that in recent years loco parentis has been drastically changing. For example, in United States and Europe the doctrine of in-loco parentis has been declining due to the fact that children, just like the adults have rights which institutions like schools are constitutionally bound to uphold and protect. The

study further established that, parents accused their fellow parents of favouring their children who in turn reported teachers to human rights commission or victim support unit once corporal punishment had been administered on them. This was confirmed by parent 8 who stated that, *‘In my view us parents have contributed to reduction of teachers’ loco-parentis. I witnessed one incident where the child after being punished she reported the case to the parent, apparent the parent went to the head teacher and shouted at him. The head teacher failed to defend his teacher. It’s like children are at liberty to do whatever they want.’* This had also eroded the spirit of loco-parentis among teachers hence they did not feel as parents anymore.

The revelations by the present study on the loco-parentis among teachers who taught at day secondary schools were inconsistent with Gomba (2015), whose findings indicated that, teachers in Zimbabwe were regarded as parents at school hence they acted in loco-parentis within the school and used corporal punishment to manage the behaviour of pupils. It was the method they used to discipline their own children at home. But this method of managing behaviour was not in line with some parents in the present study who over protected their children in the name of human rights and eroded the spirit of loco-parentis among teachers as discussed earlier. In contrast to the earlier findings, the study by Human Rights Watch Kenya (1999) also argued that some countries such as Botswana and Kenya, teachers used corporal punishment because it was endorsed by parents as sign of transferring their roles to teachers. In addition, Nakpodia (2012) in his study stated that in Nigeria’s educational system, teachers were placed in a position to discipline and care for pupils through reasonable roles and regulations under the loco-parentis doctrine, in place of a parent.

On the other hand the findings of Gomba (2015) were consistent with the views of teachers who taught at a boarding school in this study because the teachers revealed that loco-parentis still existed among them due to the nature of the school and parents trusted them. Teachers in

that school did take the roles of parents in their absence, for instance they did care and nurse pupils who fall sick and admitted in hospital. For example, school administrator from school A disclosed, *'teachers here go to extreme length. Being a boarding school the loco-parentis among teachers is huge here. Teachers here are forced even at 24 hours to go and attend to the pupils. Probably it is because of the nature of the school. When parents are not here we take their roles. Parents also trust us.'* Parents could send food stuff and school fees through teachers. Parents also communicated with their children through teachers' phones. This was an indication that parents did trust teachers and transferred their roles to them. Nakpodia (2012) also pointed out that, teachers in Nigeria assumed the role of loco parentis once children were dropped at the school gates. Furthermore, many teachers kept breakfast supply for pupils especially at preschool and primary school in many educational institutions in Nigeria.

The difference in studies, therefore, could be due to the areas where the studies were conducted. The present study was conducted in a peri-urban area in Kasama district where the pupils seemed to be more influenced by the human rights embedded in a policy as cited earlier by the teachers hence disregarding the roles of teachers as parents at school. While Gomba (2015) showed that the government of Zimbabwe through the Ministry of Education still emphasised the role of loco-parentis among teachers and use of reasonable force to maintain discipline among pupils regardless of the abolishment of corporal punishment as eluded earlier in the study.

#### **5.5.1. Parents', teachers', and school administrators' views on effective measures that could replace corporal punishment**

The study has established different views from all three groups of participants on this item. Some of the suggestions made were; strengthening of counselling services at schools by

staffing qualified members of staff who were trained in counselling and guidance. For example school administrator from school C responded, *'In my view, strengthening of counselling services at schools by staffing reasonable numbers of staff who trained in counselling and guidance will be an idea measure to replace corporal punishment'*. All three groups of participants namely parents, teachers and school administrators insisted on incorporating parents on the school disciplinary committee. They argued that the concept would strengthen the partnership and address the gap that had existed between teachers and parents in managing the behaviour of pupils.

They further suggested that government schools should take the stance mission schools had taken in dealing with undesirable behaviour where parents and pupils were obliged to any action the school would take for an offender. These views were disclosed during interviews, for example teacher 3 pointed out that, *'government schools should take the stance mission schools have taken in dealing with undesirable behaviour where parents are obliged to any action the school would take. Parents also sign some abiding documents not to interfere in disciplinary procedure'*. According to teachers, this process made pupils in mission schools to behave well knowing that they had signed abiding document. It was observed that parents who had taken their children to government schools were not as committed as parents who had taken their children to mission schools. The participants perceive manual work such as digging the pits as not being corporal punishment. They insisted on using it as a replacement for corporal punishment. It was surprising to discover that the parents, teachers and school administrators insisted on bringing back corporal punishment but they were quick to state that it should be regulated. They argued that this would enable teachers return the authority and dignity they have lost.

The above findings were in line with what many scholars have argued. For instance the study by Umeziwa and Eledu (2012) argued that the teachers perceived scolding and verbal assault to the pupil, making a pupil stay back after school, pupil's fetching of water, pupil cleaning of school's toilet, sending the pupil out of the class as unacceptable forms of measures to replace corporal punishment, but they perceived the pupils' cutting of grass, the pupil kneeling down or standing for a long time, the pupil scrubbing the floor of the class, and the pupil sweeping the whole class as acceptable measures. Gomba (2015) in his study in Zimbabwe also argued that, parents considered that corporal punishment had immediate benefits, future benefits and was cited in the Bible hence the need to maintain it in schools. The above sentiments by Gomba were similar to those echoed by the school administrator from school A in the present study who pointed out *'in my view the Bible is supreme than the constitution, it allows the use of a rod to any misbehaving child therefore, it could be better to regulate the administering of corporal punishment in a way that is transparent. It would help the children to act in an orderly way'*.

But the study by Denis and Frances (2014) held a different view from the present study on the measures to replace corporal punishment. Their study argued that there was need to have small class size for the teachers to effectively manage pupils as the best alternative to corporal punishment.

The measures suggested above by the participants in the present study fitted well in a theoretical framework adopted by the present study on operant conditioning by Skinner (1958) precisely on positive and negative punishments. The suggestions by participants on giving offenders manual work and bringing back corporal punishment such as canning were typically a sign of positive punishment on pupils. Positive punishment weakens a response through the application of an unpleasant stimulus (Feldman, 2009). All three groups of participants who were parents, teachers, and school administrators firmly argued that using



such punishment would suppress behaviour, even temporarily, and provide an opportunity to further decrease unwanted behaviour so that a pupil or child was subsequently behaving in a more desirable way.

The suggestions such as temporal suspension from school may fall under negative punishment. Negative punishment happens when a certain desired stimulus or item is removed after a particular undesired behaviour is exhibited, resulting in the behaviour happening less often in the future (Feldman, 2009). This removal or suspension from class decreases the chances that the response will occur. Further Feldman (2009) contends that, negative punishment could be an effective technique in diminishing unwanted behaviour than instilling corporal punishment. In addition, the use of counselling as eluded earlier could be effective in managing the behaviour of children and develop skills, knowledge and good morals. Skinner reaffirms that operant conditioning had a powerful means of controlling behaviour. This theory fitted well in the present study because all three groups of participants held different views on the type of punishment that should be administered on pupils or children following the abolishment of corporal punishment in schools.

## **5.6. Summary**

This chapter has discussed the findings of the study which aimed at assessing parents', teachers', and school administrators' views on the abolishment of corporal punishment in schools in Kasama district. The discussion of findings was based on the objectives and some themes that emerged from the study. The findings from the parents, teachers and school administrators were integrated in the discussion. The views of parents, teachers and school administrators on the abolishment of corporal punishment in schools were the first ones to be discussed.

Participants brought out both positive and negative effects of abolishing corporal punishment in schools during interview. All three groups of participants acknowledged some of the negative effects of corporal punishment by pointing out that corporal punishment instilled fear in pupils leading to low self-esteem. Fear forced pupils to stop school prematurely and opted to get married especially girls while boys opted to be in the streets begging or selling some goods. Some pupils avoided school in most of the cases in fear of being beaten by teachers hence led to poor academic performance among those who experienced it. But they were quick to point out that, abolishment of corporal punishment had led to indiscipline among pupils. It was echoed by all three groups of participants involved in the study, they expressed that the policy had affected the behaviour of pupils (children) both at school and home. At school pupils did not respect teachers and sometimes they insulted them knowing that teachers would not administer corporal punishment on them. Furthermore, the policy had made pupils to be relaxed on their studies leading to rampant examination leakages as observed by the teachers.

The above findings were similar to scholars like, Collins (2015), Rimal and Pokharel (2013) who argued that corporal punishment was an ineffective way of teaching behavioural control, and could also have serious long-term effects on children's wellbeing such as it instilling fear in them. The study by Phiri (2012) revealed similar indiscipline among pupils as cited above.

The study established that there was lack of parental involvement in behaviour management and teachers were the most disadvantaged group following the abolishment of corporal punishment in schools. Pupils could insult them knowing no stiff punishment would be instituted on them. The school managements gave them simple punishments such as sweeping the surroundings, watering flower beds and picking litters as alternatives to corporal

punishment which the teachers and school administrators described as less effective to reform pupils.

The concept of incorporating parents on school disciplinary committee had never been explored in Zambia; but it received overwhelming response from the participants. There were eager to see it implemented. They stressed that whatever the decision the disciplinary committee would arrive at for an offender, teachers would receive blessings from parents through their representatives on the committee hence bridging the gap the policy had left between teachers and parents. In short there would be consensus approach on managing the behaviour of pupils in schools. They further suggested that at least four (4) parents could be on the committee to represent their fellow parents. However, two teachers and one school administrator had a different view over the concept. They argued that, incorporating parents on the disciplinary committee would lengthen the disciplinary procedure.

The revelations of the study on the eagerness of participants to see it implemented and addressing the gap the policy had created between school managements and parents were similar to the study of Morrell (2001). The study argued that at policy level, the South African government attempted to fill the vacuum left by the abolishment of corporal punishment in schools by forming school governing bodies. This gave the parents unprecedented involvement on the disciplinary committee. The involvement of parents in school activities like being on a disciplinary committee could make them have a say in the education of their children especially in the area of discipline and must be given full responsibilities in the form of the school disciplinary committee functions as suggested earlier by the participants.

The other important conclusion drawn from this study was that the authority of teachers had been drastically reduced by the policy which had given pupils more rights. The study

established that pupils and parents reported teachers to victim support unit if they instituted corporal punishment on pupils. The teachers revealed that the situation had affected their working culture especially those who had been taken to victim support unit before. These revelations were similar with Naong (2007) although the study further looked at the passion of teachers towards their work after the abolishment of corporal punishment in schools in South Africa. Naong (2007) argued that teachers' passion for teaching and joy once found in their work had been adversely affected. The reason for the low morale was due to lack of discipline among pupils. Both the present and previous studies cited lack of discipline as the most prevalent and common concern for the reduction of teachers' authority.

Concerning loco-parentis among teachers following the ban of corporal punishment in schools, the findings clearly showed that teachers who were teaching at the day secondary school their loco parentis did not exist among them. They felt that pupils who were at day secondary schools did respect and regard them as parents. But loco-parentis among teachers who taught at boarding school did exist because of the nature of the school. Teachers spent a lot of time with pupils and took up the roles of parents. Equally parents trusted teachers. The findings of Gomba (2015) were consistent with the views of teachers who taught at a boarding school. In the present study loco-parentis still existed among them due to the nature of the school. Parents trusted teachers and took up the roles of parents in their absence.

With regard to effective measures to replace corporal punishment, the study indicated different views from all three groups of participants. Some of the suggestions made were; strengthening of counselling services at schools by staffing reasonable members of staff who were trained in counselling and guidance. All three groups of participants namely parents, teachers and school administrators insisted on incorporating parents on the school disciplinary committee. They argued that the concept would strengthen the partnership and

address the gap that had existed between teachers and parents in managing the behaviour of pupils. The study further established that the parents, teachers and school administrators insisted on bringing back corporal punishment but they were quick to state that it should be regulated.

The measures suggested above by the participants in the present study fitted well in a theoretical framework adopted by this study on operant conditioning by Skinner (1958) precisely on positive and negative punishments because they held different views on the type of punishment which should be given to pupils

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1. Overview**

This chapter presents the conclusion and recommendations drawn from the findings of the study. The study was conducted to establish the views of parents, teachers and school administrators on the abolishment of corporal punishment in schools in Kasama District.

### **6.2 Conclusion**

The study established both positive and negative effects of corporal punishment in schools. The participants commended the government for abolishing corporal punishment because it used to instil fear in pupils. Fear forced pupils to stop school prematurely and opted to get married especially girls while boys opted to be in the streets begging or selling some goods. Participants suggested that, some pupils avoided school for fear of being beaten by teachers hence led to poor academic performance among those who experienced it. The above views indicated the positive effects of abolishing corporal punishment.

The negative aspect of abolishing corporal punishment was that it contributed to indiscipline among pupils. The study established that pupils enjoyed their rights embedded in the policy which had made them not to respect teachers knowing that teachers would not institute stiff punishment on them. Furthermore, it was established that teachers were the most disadvantaged group by the policy because their hands seemed to be tied by the law and had no legal backing if they administered corporal punishment on pupils. The policy had made pupils to be relaxed on their studies leading to rampant examination malpractice as observed by the teachers.

Lack of parental involvement and sometimes reporting teachers to the victim support unit strongly came out as one of the factors that hampered teachers' work in managing the behaviour of pupils following abolishment of corporal punishment. The participants strongly

suggested that parents need to be incorporated on the disciplinary committee to bridge the gap that had existed between the school management and parents in terms of behaviour management.

With regard to authority of teachers following the banning of corporal punishment, the study revealed that, it had been adversely affected in schools where the study was conducted. The study had also indicated that, loco parentis among teachers who taught at the day secondary schools did not exist. They felt that pupils who were at day secondary schools did not respect and regard them as parents. But loco-parentis among teachers who taught at boarding school did exist because of the nature of the school. Teachers spent a lot of time with pupils and took up the roles of their parents. Equally parents trusted teachers. Lastly, the study established some measures to replace corporal punishment to manage the behaviour of pupils effectively. Suggested measures were; strengthening counselling services in schools, incorporating parents on school disciplinary committee in order to have consensus approach. Parents, teachers and school administrators insisted on bringing back corporal punishment but they were quick to state that it should be regulated. It was discovered that corporal punishment was culturally more accepted at home than at school. Parents insisted that they did use it at home to manage behaviour of children regardless of its ban. The theory on operant conditioning used in this present study fitted well because the participants held different views on what type of punishment should be given to pupils.

### **6.3 Recommendations**

Based on the findings of this study, the following are recommendations made to the Ministry of General Education and schools

1. Since it was revealed that there were inadequate and ineffective counselling services in schools, the study recommends that the Ministry of General

Education need to strengthen counselling services at schools by staffing qualified members of staff in counselling and guidance department. This would help school managements to adopt a nonviolence approach toward behaviour management of pupils.

2. The study revealed that teachers were disadvantaged by the policy, the study recommends that the Ministry of General Education needs to formulate a policy that would allow parents to be incorporated on the school disciplinary committee. The concept would stress a consensus approach of managing the behaviour of pupils and address the gap that had existed between the school managements and parents.
3. Since the study revealed that, the authority and loco-parentis of teachers had been adversely affected by lack of discipline and respect by pupils, the study recommends that, the Ministry of General Education need to come up with a deliberate policy that would strengthen the authority and loco-parentis doctrine among teachers.
4. The study revealed that senior education officers such as the DEBs and PEO interfere in any disciplinary action the school managements had taken hence compromising the authority of teachers. The study recommends that, there is need to adopt a consensus and negotiation approach among stakeholders towards managing the behaviour of pupils. This would help in maintaining the authority teachers had lost.
5. The study also revealed that, there was lack of communication between school managements and parents. The study recommends that schools need to open channel of communication for parents and involve them fully in any



educational activities that would benefit their children at school both academically and behaviour.

#### **6.4 Suggestion for Future Research**

Despite many studies conducted in this area, it is necessary that future research need to focus on the following;

1. The research focused on establishing the views of parents, teachers and school administrators on the abolishment of corporal punishment in secondary schools. With a small sample, the findings might not be generalized to other schools. There is need for a study to cover the whole province so that the picture of the views of parents, teachers and school administrators can be ascertained.
2. There is need to investigate the differences in attitudes between teachers in urban and rural areas in their responsibilities in loco-parentis in the school system following the abolishment of corporal punishment in schools.
3. Further studies should be done to cover mission schools in order to have a comparative data in this area of study.

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## APPENDICES

### **Appendix A: Semi Structured Interview for School Administrators**

I am Kabungo John Clement as the introductory letter states and a student at the University of Zambia, Directorate of Research and Graduate Studies under the department of Educational Psychology, Sociology and Special Education doing a Master of Education in Educational Psychology. I am carrying out a research on views of parents, teachers and school administrators on the abolishment of corporal punishment in schools in Kasama district. This study will help strengthening the partnership between parents and school managements in managing the behaviour of pupils.

With your permission, I am going to ask you some questions in connection with the abolishment of corporal punishment in schools. Please, respond as candidly as you can. Obviously, there are no wrong or right answers.

The information that you give will be used for this study only and your identity will be protected. Everything possible will be done to make sure that your responses cannot be traced to you. Do you have any questions? Are you willing to participate? The questions I will ask you are in four important areas which have to do with the information about abolishment of corporal punishment in schools; incorporating parents on school disciplinary committee; authority of teachers and finally loco parentis of teachers following the abolishment of corporal punishments in schools.

#### **Abolishment of corporal punishment in schools**

1. What are your views as school administrator on the abolishment of corporal punishment in schools?
2. How is the behaviour of pupils in your school following the abolishment of corporal punishment in schools?
3. Explain how as a school you handle pupils who display undesirable behaviour at your institution following the abolishment of corporal punishment?
4. Do parents help you as school management to manage the behaviour of pupils following the abolishment of corporal punishment in schools?

5. From your experience as a school administrator which group of stakeholder is being disadvantaged when it comes to the process of managing behaviour of pupils following the abolishment of corporal punishment in schools? What could be the reasons for that?

**Incorporating parents on the school disciplinary committee**

6. How can the concept of incorporating parents on school disciplinary committee fill the gap between the parents and teachers (school authorities) on managing the behaviour of pupils following the abolishment of corporal punishment in schools?

7. How can the school discipline committee which has incorporated the parents work effectively to control undesirable behaviour of pupils in schools?

**Authority of teachers following the abolishment of corporal punishment in schools**

8. How is the authority of your teachers in terms of controlling the behaviour of pupils following the abolishment of corporal punishment in schools?

**Loco-parentis among teachers following the abolishment of corporal punishment in schools**

9. From your observation as school administrator, how is the level of loco-parentis among teachers following the abolishment of corporal punishment in schools?

**Measures to replace corporal punishment**

10. What type of measures the school should be put in place to completely replace corporal punishment?

11. What do you think the Ministry of General Education should do to resolve the discontent among stakeholders created by abrupt imposition of the ban of corporal punishment in schools?

**END OF THE INTERVIEW, THANK YOU VERY MUCH FOR YOUR TIME**



## **Appendix B: Semi Structured Interview For Teachers**

### **Abolishment of corporal punishment in schools**

1. What are your views as a teacher on the abolishment of corporal punishment in schools?
2. How is the behaviour of pupils in your school following the abolishment of corporal punishment in schools?
3. Explain how as a school you handle pupils who display undesirable behaviour at your institution following the abolishment of corporal punishment?
4. Do parents help you as school management to manage the behaviour of pupils following the abolishment of corporal punishment in schools?
5. From your experience as a teacher which group of stakeholder is being disadvantaged when it comes to the process of managing behaviour of pupils following the abolishment of corporal punishment in schools? What could be the reasons for that?

### **Incorporating parents on the school disciplinary committee**

6. How can the concept of incorporating parents on school disciplinary committee fill the gap between the parents and teachers (school authorities) on managing the behaviour of pupils following the abolishment of corporal punishment in schools?
7. How can the school discipline committee which has incorporated the parents work effectively to control undesirable behaviour of pupils in schools?

### **Authority of teachers following the abolishment of corporal punishment in schools**

8. How is the authority of teachers in terms of controlling the behaviour of pupils following the abolishment of corporal punishment in schools?

### **Loco-parentis among teachers following the abolishment of corporal punishment in schools**

9. From your observation as a teacher, how is the level of loco-parentis among teachers following the abolishment of corporal punishment in schools?

### **Measures to replace corporal punishment**

10. What type of measures the school should be put in place to completely replace corporal punishment?
11. What do you think the Ministry of General Education should do to resolve the discontent among stakeholders created by abrupt imposition of the ban of corporal punishment in schools?

**END OF THE INTERVIEW, THANK YOU VERY MUCH FOR YOUR TIME**

## **Appendix C: Semi Structured Interview for Parents**

### **Abolishment of corporal punishment in schools**

1. What are your views as a parent on the abolishment of corporal punishment in schools?
2. How is the behaviour of children at both school and home following the abolishment of corporal punishment in schools?
3. Explain how the school you should handle pupils or children who display undesirable behaviour at your institution following the abolishment of corporal punishment?
4. Do you help the school management to manage the behaviour of pupils or children following the abolishment of corporal punishment in schools?
5. From your experience as a parent which group of stakeholder is being disadvantaged when it comes to the process of managing behaviour of pupils following the abolishment of corporal punishment in schools? What could be the reasons for that?

### **Incorporating parents on the school disciplinary committee**

6. How can the concept of incorporating parents on school disciplinary committee fill the gap between the parents and teachers (school authorities) on managing the behaviour of pupils following the abolishment of corporal punishment in schools?
7. How can the school discipline committee which has incorporated the parents work effectively to control undesirable behaviour of pupils in schools?

### **Authority of teachers following the abolishment of corporal punishment in schools**

8. In your view as a parent, how is the authority of teachers in terms of controlling the behaviour of pupils following the abolishment of corporal punishment in schools?

### **Loco-parentis among teachers following the abolishment of corporal punishment in schools**

9. From your observation as a parent, how is the level of loco-parentis among teachers following the abolishment of corporal punishment in schools?

### **Alternative measures to replace corporal punishment**

10. What type of measures the school should be put in place to completely manage undesirable behaviour of pupils?
11. What do you think the Ministry of General Education should do to resolve the discontent among stakeholders created by abrupt imposition of the ban of corporal punishment in schools?

**END OF THE INTERVIEW, THANK YOU VERY MUCH FOR YOUR TIME**

## **Appendix D: Translated Version (Bemba) Semi-Structured Interview Guide for Parents**

1. Mukumona kwenu ngabafyashi kuti mwalandapo shani pakukanya ukupanika nagu ukukapa abana besukuulu?
2. Bushe imibele yabana bamasukuulu yaba shani mumasukuulu na mumayanda panuma yakukashya ukupanika mumasukuulu?
3. Abana abashileumfwa kuti babacita shani kulibakafundishi muma sukuulu?
4. Bushe mulabafwako bakafundishi ukuwamya imibele yabana amasukuulu panuma yakunya ukupanika muma sukuulu?
5. Mukumona kwenu palibakafundushi, bakafundisha mukalamba nabafyashi nibanani ifunde lyatitikisha sana?
6. Ngacakuti basukuulu bamika mukabungwe akawamya imibile yabana besukuulu, bushe kuti cayafwa shani ukuwamya imibile yabana bamasukuulu?
7. Bushe akakene akabungwe kuti mwatemwa kabomba shani?
8. Mukumona kwenu bushe bakafundishi balikwata amaka yakulungika imibele yabana besukuulu panuma yakukanya ukupanika mumasukukulu?
9. Nga bakafundishi bushe balikwata umuti wabufya nangu bushe balabomba ngafwa panuma yakukanya ukupanika mumasukuulu?
10. Fintu inshi mwingatemwa bakafundishi bengalebomfwa ukwalulu imibele yabana mumasukulu?
11. Bushi mukumona kwenu akabungwe akamona pama sambililo tikacitashani pakuti uku ilishanya pafunde kwapa ku bafyashi, bakafundishi nabambipo abasenda mulubali lwamasambililo yabana?