



**FACULTY OF EDUCATION, DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
MANAGEMENT AND CURRICULUM STUDIES**

**An investigation into the effects of the abolishment of corporal
punishment on learner behaviour in schools: A case of Epworth-
Mabvuku-Tafara District, Harare Metropolitan Province.**

A DISSERTATION SUBMITTED BY

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DECLARATION

I, Victor Chimbamu, declare that this research project entitled “An investigation into the effects of the abolishment of corporal punishment on learner behaviour in schools: A case of Epworth-Mabvuku-Tafara District, Harare Metropolitan Province” is my original work and has not been submitted to any other university for the fulfilment of a degree or any other qualification.

Signed:

Date:

Supervisor’s signature:

DEDICATION

This research is dedicated to my beloved wife Judith and to God Almighty who gave me the strength to conquer as my name.

ACKNOWLEDGEMENTS

In producing this piece of work, I am greatly indebted to many people who deserve to be thanked for their contributions. I am deeply indebted to Mr, E. Munanga, my supervisor. I would like to sincerely thank him for his guidance and invaluable advice throughout all the consultations. His guidance and critical appraisal of the entire project was indispensable.

I owe a special debt of gratitude to the school heads who participated in this study. Their unwavering support and contributions were of paramount importance. The teachers and pupils are also thanked for participating in this study.

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ABSTRACT

The project was carried out recently for the purposes of investigating into the effects of the abolishment of corporal punishment on learner behaviour in schools in Epworth, Mabvuku-Tafara District in Harare Metropolitan Province. The researcher confined the study to six schools due to limited time and financial constraints as well as to make it workable. In the process of carrying out this research, the researcher succeeded in getting the effects into the abolishment of corporal punishment. The researcher used qualitative and quantitative research designs. These were used for clarity purposes so that the figures can be explained by descriptive writing to explain fully. The target population was made up of schools in Epworth –Mabvuku and Tafara. The sample was composed of heads, teachers and pupils from the 6 secondary schools. These were six out of twelve high schools in the district. 6 heads of schools, 36 teachers and 60 pupils, 10 from each school. For teachers 18 were females while 18 were males. The student sample comprised of 33 girls and 27 boys because the representation of students is now skewed in favour of girls (ZIMSTAT,2016). The school heads were 4 males and 2 females. The researcher used the stratified random sampling as a method of selection when sampling the population. In order to get a fairly balanced assessment, the researcher used different research instruments namely; questionnaires, interview, observations and document analysis. The researcher also consulted previous findings and secondary document before moving his own judgements. Although teachers and administrators are making some frantic efforts to provide other disciplinary methods. There are many factors which militate against the adoption of corporal punishment as it is also against the legal framework of the country. There are some other disciplinary methods which can be used in place of corporal punishment thus, the researcher which can be used in place of CP thus, and the researcher also

found from the research is practiced in spite of its ban. The researcher used different research instruments for triangulation. The instruments are namely: questionnaires, interviews, observations and document analysis. The researcher also consulted previous research findings and secondary documents.

The research found out that learner behaviour is affected by the ban, in most cases negatively, because of the confusion on what should be done concerning the disciplining of children. However, most students are in favour of the ban, which nonetheless contradicts cultural precepts, as it awards them freedom and also gives them the right to enjoy their liberties in a globalised world. On the other hand, the study discovered that teachers and administrators find it essential to employ what most described as “moderate” corporal punishment.

The research recommended that policy should be reviewed to allow for a clearly understandable, publicised framework for the application of ‘moderate’ corporal punishment in schools in Zimbabwe. This, among other recommendations, involves the honest involvement of community in the policy making process at all levels. Teacher training on alternative methods of discipline and on the best application of corporal punishment was also advocated.

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CHAPTER 1

THE RESEARCH PROBLEM

1.0 Introduction

This chapter sought to outline the scope of the study. It outlines the background to the problem, statement of the problem, research questions, significance of the study, limitations of the study, delimitations, definition of terms and summary. Prior Convention on the rights of the adoption of the child, corporal punishment has been there globally .It was not until the Regulation Number 88 under the school Regulation Act of 1957 that the abolishment of corporal punishment started (UNICEF,2005). Initially it promulgated that no corporal punishment shall be administered on a girl child and it only be administered on a boy child. The caning was supposed to be recorded in a book. This was also to be done by the Head or a senior teacher given the authority to do so. In Zimbabwe corporal punishment was banned or abolished in 2013 since the inception of the New Constitution sub section 53 on freedom of torture or cruel inhuman or degrading treatment or punishment. On the basis of the New Constitution the government as unauthorised corporal punishment in schools as evidenced by the Permanent Secretary of Primary and Secondary education at Regina Mundi in Gweru on, 28 November 2013, according to Newsday article (Staff Reporter).

1.1 Background to the Study

Corporal punishment has been taking place since time immemorial. The term Corporal Punishment is derived from a Latin word *corporalis*, connoting ‘the body’ (Gershoff, 2002). It means physical punishment and in the past it was very common (Lambert, 2016). This was once a common punishment by the courts for minor offenders who were given some strokes or canes for their crimes. For thousands of years teachers used it until the late 20th century as punishment (Lambert, 2016). The issue of

corporal punishment became contentious and created a lot of debate in the courts of law, policy circulars and the public. 'Spare the rod and spoil the child' was the most common saying by the elderly. If the child was beaten at school he/she would not run away with the case unnoticed. In the late 20th and 21st centuries public opinion turned against corporal punishment as a violation of human rights. Although it could be said that public opinion was mainly in support of the abolishment of corporal punishment, some sections of society were against the whole idea. This paradoxical existence of the ideas on corporal punishment in contemporary Zimbabwe prompted the writer to research on this topic in relation to the learner's behaviour.

Corporal punishment is a form of external discipline. According to Policy Circular Minute P35 of 1999 'corporal punishment is comparable to a fight except in the case, the pupil is not allowed to fight back.' Corporal punishment is a disciplinary method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behaviour and inappropriate language (ibid).

The adult uses cane, paddle, yard stick, rubber, belt or any other object to cause pain and fear. Beating is done on the various parts of the body with the use of a hand. The child endures the pain and the deprivation of human dignity. The Policy Circular Minute P35 states that corporal punishment is an admission that the school, teachers and Head have failed to 'correct' the child.

The constitution of the Republic of Zimbabwe 2013:37 paragraph 53 states that, 'every person in Zimbabwe is entitled to freedom from torture or cruel, inhuman or degrading treatment or punishment.' Hence no person may be subjected to physical or psychological torture or to cruel inhuman or degrading treatment or punishment (United Nations Commissioner for Human Rights, 1984). Rules and regulations outlined in the Policy Circular Minute P35 of 1999 on Discipline in schools concur with the New Zimbabwe Constitution (2013) that no one is allowed to inflict pain on another human being. Corporal punishment has been outlawed by the constitution of Zimbabwe. Zimbabwe is a signatory to

the United Nations Convention on the Rights of the child 1989 which outlawed the physical abuse of children. So applying corporal punishment becomes an act of misconduct. What the media is saying about corporal punishment and the actual act on the ground leaves people in a quandary and it was the duty of the researcher to unearth the impact of the abolishment of corporal punishment on learning behaviour in schools. The Herald of February 4, 2015 stated that a Headmistress beat up a pupil to death. The Headmistress now faces murder charges. She is alleged to have severely assaulted the now deceased with the knowledge that he had a heart problem. The pupil collapsed and died in the classroom three hours later. Even after this incident there was a heated debate on the use of corporal punishment. The High court recently ruled that corporal punishment was illegal and not allowed in the country's decrees because it is inhuman and degrading' Justice Muremba said this following an appeal by a fifteen year old boy who had been condemned to get judicious corporal punishment of three strokes with a rattan cane by a magistrate, but appealed against the sentence at the High Court. Section 53 and 86 of the New Constitution 2013 states that corporal punishment is now unconstitutional. Justice Muremba said, 'if the legislature had intended corporal punishment to remain as part of our law it would have limited the right by categorically stating that moderate punishment inflicted in execution of the judgment or order of a court shall not be in contravention of that right as was the case under the old constitution,' she said (Herald, 2015). The researcher's interpretation of section 53 and 86 of new constitution brings him to the conclusion that corporal punishment is now unconstitutional.' On the other hand the Newsday of 18 June ,2015 reported that children can be canded for now Concourt' Charles Laiton in the Newsday states that, the constitutional court (Concourt) yesterday ruled that the administration of corporal punishment to children by teachers ,parents and courts will remain in force until the matter has been properly dealt with. The order effectively sets aside High court judge Justice Esther Muremba order last December which outlawed the administration of corporal punishment on errant juveniles to safeguard their rights. In its brief ruling, the con-court headed by chief Justice

Godfrey Chidyausiku, said the order by Justice Muremba was no longer operational until and as when the matter would be heard by the Con-court. The matter is postponed sine die (indefinitely) and for the avoidance of doubt and for the guidance of the subordinate court, the order by Muremba was no longer operational until as and when the matter would be heard by the Con-court (Herald, 2015 June 18). This leaves a gap for the research which the researcher would like to unravel and show in this research and at the same time it makes the researcher wanting to research further on the topic of corporal punishment.

A Brief History of Legislature on corporal punishment

Before the New Zimbabwean Constitution of 2013, corporal punishment was lawful in schools. Article 241(2) b of the criminal law (codification and Reform) Act 2004 stated that a school teacher (defined as the head or deputy head of a school) had “authority to administer moderate corporal punishment for disciplinary purposes upon any minor male pupil or student.” Furthermore, a previous Article 69(2) c of the Education Act 1987 authorised for the making of regulations to provide for “discipline in schools and the exercise of disciplinary powers over pupils attending schools, including the administration of corporal punishment.” Article 7 section 6 of the Children’s Act of 1972 provided a defence for the use of corporal punishment.

In 2011 it was announced that a decision had been taken to abolish corporal punishment in schools. The government recommended that Article 69 section 2 c of the Education Act be reviewed. The constitution of 1979 was amended in 1990 to allow ‘moderate’ corporal punishment in appropriate circumstances upon a person under the age of eighteen years by his parent or guardian (article 15). According to the government’s report to the committee on the Rights of the child, in 1999 efforts had been made to draft a constitution which abolished corporal punishment but this was rejected by the

populace, 2011 CRC/C/ZWE. The above shows that the majority of the people rejected the abolishment of corporal punishment as it was traditionally practiced in the everyday lives of the perpetrators.

Corpun (2007) observed that corporal punishment is prevalent in modern day schools, although its use has increased significantly. Zindi (1997) revealed that corporal punishment is still condoned in most Zimbabwean schools, yet beating animals and injuring them in the same country is illegal. Statutory Instrument 362 of 1998 stipulates that corporal punishment can be applied to male students on account of neglect of work, disobedience, wilful damage of property, theft, dishonesty, assault, bullying, indecency, or any misconduct of a serious nature. Zindi (1997) found out that corporal punishment is still a popular method of behavioural correction in Zimbabwe in spite of calls to be cautious in its use in schools.

Peters (1980) argues that of all the forms of punishment in schools, the cane could be effective when used soon after the misbehaviour so that students can associate the two and appreciate why the act is forbidden. Spencer and Spencer (2001) maintain that corporal punishment is an integral part of the process through which schools achieve the fundamental objective they were established for, including the developing and moulding of a loyal and productive future Zimbabwean citizen. Dobson (1992) and Fugate (1996), postulated that chastisement must be painful to be effective. However, they disagreed regarding appropriate ages for both starting and stopping the use of corporal punishment. One can say that the phrase 'pain but not injury' distinguishes corporal punishment from physical abuse. Craigmore College in South Australia uses corporal punishment whenever it is required and all staff and parents are aware of these policies before enrolling at the school (Tucci et al, 2006). The parents sign and declare that they are aware of the school's disciplinary policies and agree before the child attends school. The corporal punishment is administered by senior staff or the Principal and the errant pupil is smacked once or twice on the bottom by a small wooden paddle. It is done away from the presence of other pupils. There are some similarities though the instruments used are different.

Critics of corporal punishment argue that the classroom is turned into a battleground where the teacher finds himself /herself in the position of attacking and terrorizing the innocent, powerless and defenceless students. According to Freire (1990) corporal punishment is dehumanizing to both the student and the teacher where the teacher is the oppressor (subject) and the student is the oppressed (object). Beatings and other forms of physical punishment are still administered legally or covertly in most countries. In Zimbabwe the debate rages on as it was legally banned but a reverse to the decision was made by the High Court through the constitutional Court.

After consultation with the populace, the Zimbabwean Government formally abolished corporal punishment in schools through the 2013 National Constitution. A bold report was presented to the United Nations proclaiming that corporal punishment, at the prompt and advice of civil society and The *Global Initiative to End All Corporal Punishment of Children* Organisation, had been effectively abolished. The question however, remains; to what extent has this move succeeded, and with what effect?

1.2 Statement of the problem

There is a gap in literature on the use of corporal punishment as there is a sharp difference between the opinions of the lawmakers. There was also a shift in the decisions which were made before and this creates a very good ground for the researcher to investigate and come up with best results with reference to school pupils and how they behave. The debates on the effects of corporal punishment in Zimbabwe and abroad have been extensively researched (scholars) but the impact of the abolishment of corporal punishment is still under researched. The application and methods of discipline in schools is a major problem when it comes to learner behaviour and corporal punishment had been touted for long as a solution to misbehaviour. Its abolishment is sure to leave a lacuna and confusion in methods of discipline in schools hence the need to undertake this research and come up with concrete conclusions and recommendations.

1.3 Research Questions

- To what extent has the abolishment of corporal punishment in schools in Zimbabwe succeeded in its goals?
- In what ways has the abolishment of corporal punishment impacted on learner behaviour in Zimbabwe?
- What are the opinions of different groups of people in schools (teachers, administrators and pupils) on the abolishment of corporal punishment?
- What is the effect of inflicting corporal punishment on pupils?
- What methods can be used to discipline besides corporal punishment?

1.4 Purpose of the Study

This research unravels some complexities associated with the abolishment of corporal punishment in schools. The subject of corporal punishment has for long been contentious both in society (through tradition, religion and culture) and in the legal system. The abolishment of corporal punishment in 2013 by the Zimbabwean government was sure to have an impact, through the reception by educators and students, on learner behavior, and consequentially, on student results. It is against this background that this research sought to show the effects of the abolishment of corporal punishment on learner behavior. The research seeks to device ways in which the school environment can be conducive to both educators and learners through the analysis of the impact of abolishing corporal punishment to the behavior of students.

Objectives of the study

- To be able to identify the extent to which the abolishment of corporal punishment in Zimbabwean schools has succeeded in its goals;
- To identify the ways in which the abolishment of corporal punishment has impacted on learner behavior;

- To identify different opinions of different groups of people in schools that is, teachers, administrators and pupils on the abolishment of corporal punishment;
- To identify the state the effects of inflicting corporal punishment on pupils;
- To identify some disciplinary methods which can be used besides corporal punishment.

1.5 Significance of the study

The beneficiaries of this research are the policy planners, education officers thus District Education Officers, Provincial Education Directors. Parents and other stakeholders would benefit from this research because the results will have a bearing to the implementation of the curriculum as well as the planners. The stakeholders would ensure that there is a lot of improvement in the education system as a whole. The research also provides insights into the creation of conducive environments in schools which can bring the best out of students while satisfactory to educators through the analysis of the legislature banning corporal punishment and its impacts.

The body of knowledge

The research contributes to the knowledge by serving as a theoretical model for future studies on the same subject. The banning of corporal punishment has left a gap in disciplinary techniques teachers use. Thus the research contributes to the body of knowledge by advancing other disciplinary methods that can be used apart from applying corporal punishment. Future researchers benefit from this study, as it provides them with the facts needed to compare with their own studies. The study therefore adds literature that is Zimbabwe-specific to the global discourse on corporal punishment.

Importance to practice

The research will benefit school stakeholders such as policy makers, school administrators', teachers, parents and the entire student body. The results of the research assist policy makers judge the extent to which corporal punishment policy is being implemented in Epworth-Mabvuku-Tafara District. The ban

of corporal punishment in relation to learner behaviour. Study improves educational practice, such as the way they respond to cases of indiscipline considering that the study has sensitised them with alternative strategies to corporal punishment. Society or the parents' body benefits from the study in that they are encouraged to work together with teachers to mould socially acceptable children with internal discipline which is not initiated by fear of punishment, grounded in upholding of human dignity or Ubuntu.

Importance to the researcher

I benefited from the study in that it enhanced my research skills in the process of conducting research. Such skills as critical thinking, problem solving, analysis and dissemination. Critical thinking means not accepting anything on face value, while problem solving implies the ability to identify, define and analyse problems. These skills are also coupled with the ability to be able to work under immense pressure using Information and Communication Technology (ICT) enhanced my research skills by honing it.

1.6 Limitations

Limitations are influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on one's methodology and conclusions.

- The researcher in some cases failed to get the actual responses as this topic is very sensitive to the respondents. However, where respondents failed to give their honest responses through interviews, they were given an option of using questionnaires and vis-à-vis to make them feel comfortable to air out their honest views.

- The instruments used by the researcher sometimes failed to get the most appropriate responses or to collect the appropriate data, especially questionnaires. This problem was solved through using different data collection instruments that augmented each other.
- The sample affected the validity or the results of the research due to attrition and diffusion and the researcher had no control over this.
- Logistical limitations in the forms of travelling costs and printing copies of the research project also presented a challenge for the researcher. Because of the distance from Midlands State University to Harare where the researcher works and resides, communication and transport for correspondence with the supervisor proved problematic and exacerbated the financial strain. This was dealt with through the use of email and phone calls as means of communication with the supervisor.

1.7 Delimitations

Delimitations are choices made by the researcher which should be mentioned. They describe the boundaries that you have set for the study. This is the place to explain: the things that you are not doing (and why you have chosen not to do them). The researcher chose to do the research in Epworth, Mabvuku, and Tafara District. Though it is in the Harare Metropolitan Province it does not cover the whole of Harare Province. So the researcher will sample from the population in the Epworth – Mabvuku-Tafara District. The sample will also depend on the viability the costs which the researcher incurs will ensure that expenses are minimised as well as the authenticity of the data collected and bias reduction.

1.8 Definition of terms

Corporal punishment

Corporal punishment is the intentional infliction of pain for the purpose of correcting or controlling a child who has committed an offense, (Hyman, 1990). One can say that this can cause pain and fear and

beating is done on the various parts of the body with the use of a hand. The child endures the agony, the pain and the deprivation of human dignity. While Straus and Donnelly, (2005:3-7) defined corporal punishment as, “the use of physical force intended to cause pain, but not injury, for the purpose of correcting or controlling a child’s behaviour.” One can say that it is infliction of pain to the pupil’s body for correction purposes and rebuking and ensuring that good prevails over evil.

Discipline

Discipline comes from a Latin word meaning 'to learn.' Discipline in this context means it is a way of learning. Too often discipline is understood as a punishment, which is not correct. Discipline is a very large part of education, not just a way of keeping a class in order as pointed by Castle (1997).

Discipline means to train by instruction and exercise especially in self- control with the goal of developing competence, independence and concern for others (Howard, 1996).

Physical punishment is a term used synonymously with corporal punishment.

Learner behaviour

Learning Behaviour emphasises the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this “the focus is upon establishing positive relationships across three elements of self, others and curriculum” (Northampton Centre for Learning Behaviour, 2016). The philosophies of learning behaviour have variegated implications for pupils, teachers, parents and other professionals (ibid). The principles can be applied to all children at any age and not just those perceived as being “difficult to manage”. They “apply as much to teachers and their relationship with children as much as they apply to the children themselves” (ibid).

School

Norlin (2009) defines a school as a social system in which two or more persons work together in a coordinated manner to attain common goals, while a formal institution is where teaching and learning

takes place. One can define a school as an institution for the instruction of children or people in a College set up composed of people who are goal oriented and attain their goals through some form of coordinated effort.

1.9 Summary

This chapter outlined the background to the problem, statement of the problem, justification of the problem, research questions, limitations, delimitations and definition of terms used. The following chapter is focused on reviewing literature related to the study. It gives an insight into what other scholars advocate for with regard to corporal punishment.

CHAPTER 2 REVIEW OF RELATED LITERATURE

2.0 Introduction

Having looked at the introduction and background of the study in chapter one, the researcher will now examine literature that is related to the topic under study. The main objective of literature review in this chapter is to sharpen the understanding on the research topic and get abreast with the latest developments. **Definition of the term related literature.**

Cohen and Manion (1992:56) define related literature as “ a preparatory stage of gathering data and serves to provide the researcher with information on his or her related topic” This implies that through

review of the related literature the researcher is given the platform to gather data. Chireshe (2013) in Tichapondwa (2013) asserts that review of the related literature aims at discussing ideas previously researched by other scholars there by helping the researcher to close the knowledge gap .This means that reviewing related literature helps the researcher to link the data related to the topic. In other words this should lead into the creation of new knowledge making use of the existing knowledge.

This literature review presents a comprehensive analysis of the major schools of thought on corporal punishment. These schools of thought are; the modern school of thought, retributive theories and the idea that patriarchy is responsible for the existence of corporal punishment. These theories are looked at and discussed in this section. More so situations in which corporal punishment is used are analysed before concluding by a summary of the chapter.

2.1 Theories of Corporal Punishment

The use of corporal punishment has sparked a lot of debate and criticism locally, regionally and internationally from parents, educationists, psychologists and human rights activists. Two schools of thought have emerged in this debate.

The Deterrent Approach

The first school of thought is the deterrent approach which rests on the premises that the purpose of punishing wrongdoers or criminals is to deter, prevent or frighten other people from doing the same wrong act. For Dzurgha (2000), corporal punishment is mainly directed towards onlookers than the initial deviant. Balogun (2009) suggested that punishment may deter potential criminals or offenders from deviance in the future. Balogun further argues that corporal punishment has long term effects on learner behaviour, not just for the one on whom it has been applied but also for the whole group (class, school or peer group). Corporal punishment also impacts on adult life when applied at an early stage (ibid). However, this theory centres more on people who are sometimes disinterested or not involved in

the act and punishment itself that it gives little or no attention to the one who receives corporal punishment, and the effects it has on the child (short term and long term).

Social Learning Theory

This was adopted from Bandura's Social Learning theory (Bandura, 1977). The logic in this theory is that when children experience corporal violence they will learn and become violent themselves. The theory is premised on the postulation that violence is a learned activity which perpetrators get from basic learning principles (operant conditioning, observational learning and classical conditioning). Ways of dealing with one's own relationship are learned from childhood through observation of parental and peer relationships. Witnessing violence within one's social environment or experiencing it as a child may lead to future partner abuse (Lewis & Fremouw, 2001). Social learning theorists argue that simply witnessing either negative or positive results of physical abuse may lead to future acts of violence (Riggs & O'Leary, 1989). The Social Learning Theory follows the argument that violence is repetitive and escalates over time (Cochran , et al., 2011). Cochran et al. (2011) suggested that the study of adult violence should make the exploration of inter-generational transmission of violence and cycle of violence its rallying point. Social Learning Theorists also argue that physical violence is linked to other general forms of interpersonal violence (Dugan & Apel, 2005).

Borrowing from Akers (1985), social learning theory of proposes that the values, norms, beliefs and expectations of one's community and family are carried on into adult life (Cochran , et al., 2011). A child learns from imitation of role models (teachers being the most accessible), defining what is regarded as normal or not in the treatment of others, differential association (learning from how a significant other's attitude toward matters) and differential reinforcement whereby they weigh the costs and benefits of violence (Akers, 1985).

This theory, however, does not explain how some perpetrators of violence end up being violent even without a history of corporal punishment. It also does not show why corporal punishment and physical violence are prevalent in some areas more than others.

Attribution Theory

The attribution theory asserts that children have either internal or external attributions (Gershoff, 2002). When a child is exposed to corporal punishment, or physical violence they tend to have external attributions, a notion which stops them from learning to make decisions for themselves in life and to lack of intrinsic motivation (Grolnick et. al, 1997). Lepper (1983) suggested that parents and guardians should employ minimal corporal punishment or physical force on children so as to make them prosocial without crippling their internal motivation, self-belief and independent initiative. Gershoff (2002: 555) wrote that “corporal punishment may not facilitate internal attributions because it does not teach children the reasons for behaving correctly and does not involve communication of the effects of children’s behaviours on others”. The theory suggests that children have to be subjected to ‘meaningful’ physical force in order to understand the reasons of the punishment, hence it should not be excessive or repetitive for it to invoke positive behaviour from a child.

Social Control Theory

Social Control Theory suggests that the use of corporal punishment by adults on children prevents them from learning the moral mores of society because it breaks the bond between the teacher/parent and the child (Hirschi, 1969; Gottfredson & Hirschi, 1994). Children who do not feel an attachment to their parents/teachers or guardians do not feel the need to internalise their morals and values (Geshorff, 2002). Hirschi (1969) suggested that this lack of moral internalisation leads to children developing low self-control which in turn makes them more aggressive, antisocial and criminal. Hence, the theory proposes that corporal punishment is negative as it leads children into acts of aggression and

Patriarchy

The second school of thought is that most societies the world over are patriarchal in nature, and patriarchy is an ideology which thrives on the threat of, or the actual use of force (Bryson, 2003). The belief in the philosophy that when negotiations fail, then try what force can! The theory maintains that corporal punishment in schools serves as a deterrent as it facilitates the move of the child from the jurisdiction of the state where she/he learns that anti-social behaviour goes with punishment (Spencer and Spencer 2001, Benator, 2007). Corporal punishment is as old as humanity itself. Corpun (2007) noted that corporal punishment was present in early civilisations of Greece, Rome, Israel and Egypt in Africa. The stick was the most prevalent form of meting out corporal punishment as is the case today. There is even an old saying to the effect that, 'spare the rod and spoil the child.' Corpun (2007) further argues that in Medieval Europe, corporal punishment was motivated by attitudes of the then church where flogging was commonly attached to the church, and as such, corporal punishment was a legitimate deterrent measure of indecorous behaviour. Benator (2005) notes that theories of corporal punishment have generally been described as utilitarian and retributive. These theories of punishment recognise that punishment has consequences for the offender and society upholds that the total good produced by the punishment should exceed the evil. It seeks to punish the offender and society that the total good produced by the punishment has consequences. This can also deter or discourage wrongdoing.

Retributive Theory

Retributive theories argue that punishment is justified if it is deserved. It is not concerned about the consequences, but the means of the punishment which should prevent other people from committing similar acts. The theories of corporal punishment focus on being retributive, preventive, reformatory and deterrent on the premise that an offence has been committed which one has to be punished for.

2.2 Global prevalence of Corporal Punishment and its impact

This sections provides the space for the discussion of the pervasiveness and control of corporal punishment internationally. Twenty four countries have passed legislative bans on corporal punishment since the passage of the convention on the Rights of a Child. This systematic review briefly reviews the different contexts (time and space) of corporal punishment. A plethora of bans on corporal punishment have been put in place by different governments. Decrease in support of and use of corporal punishment as a child discipline technique has been registered across the globe. Since 1979, some countries have enacted legislation to ban corporal punishment (Centre for effective Discipline, 2009). 192 countries have ratified the United Nations Conventions on the Rights of the Child (UNCRC), (UNICEF, 2006). The original language of the CRC was not explicit regarding corporal punishment, but generally advocated to protect children from 'all forms of physical and mental violence, injury or abuse' (UNICEF, 2001 Article 19). Subsequently, CRC committee opinions have clarified this position. Addressing widespread acceptance of corporal punishment and eliminating it is an obligation of States and a key strategy in reducing all forms of violence ' (Committee on the Rights of the Child, 2011). However, the lack of explicit language against corporal punishment 'cannot be used to justify such practices.' Section 353(1) of the criminal procedure and evidence Act declared corporal punishment as unconstitutional.

2.3 Pros and cons of corporal punishment

Corporal punishment, if very frequent may become an ongoing hardship for children and has greater potential for producing negative effects (Pearlin 1989). On the other hand, Kaur (2005) postulates that parents guardians and teachers who use harsh and punitive practices to discipline their children, may succeed in making the child conform to their standards but resentment will be reflected by the child's behaviour sooner or later. A frequently punished child will be a problematic person tomorrow because the child being sensitive reacts to the behaviour and disciplinary practices of adults either at school or

home. One can say that children can learn to obey and respect authority corporal punishment builds character prevents bad behaviour from re-occurring and improves discipline. However corporal punishment has some long term effects which tend to increase the probability of deviant and antisocial behaviours, such as aggression; adolescent delinquency and violent acts inside and outside school, (Straus 1991:205-206).

Corporal punishment, according to Balogun (2009), is an effective deterrent which is easy to apply which is generally disliked by pupils. It does not absorb much energy. 'Withhold not correction from the child; for if thou bearest him with the rod, he shall not die. Thou shalt beat him with the rod, and shalt deliver his soul from hell'. Wynne (1990) argues that merits of corporal punishment will not necessarily lead to dramatic changes in many people's' opinions. Furthermore, corporal punishment like every other form of human control over other persons-is capable of abuse.

Most approaches for dealing with student disruptions involve the various forms of punishment such as removals from the classroom, fines, correctional activities, in school and out of school suspensions and expulsions. Although some of these may make schools safer by removing the offending students, they have little effect on encouraging students to perform socially appropriate behaviours. There are many reasons why educators find punishment a more acceptable approach for managing students' challenging behaviours than positive reinforcement. One can say that there are different justifications for corporal punishment, but the most frequently used cited reason is that it is a necessary method meant for correcting and controlling a child's behaviour. Most child development experts support the use of moderate corporal punishment. Bandura (1977) demonstrated that children who observe violence are more likely to be violent. Skinner (1979) suggested that punishment is an efficient way to increase learning. One can say that corporal punishment can be excessive, it has potential to lead to serious injury or even death. Thus all states have enacted the use of corporal punishment, it must be reasonable

and justifiable. More so corporal punishment has been shown to contribute to both physical and psychological problems.

2.4 Effects of corporal punishment

Corporal punishment may be harmful. It signals to the child that a way to settle interpersonal conflicts is to use physical force and inflict pain. Such children may in turn resort to such behaviour in life;

Children may fail to develop trusting , secure relationship with teachers and fail to evolve the necessary skills to settle disputes or world authority in less violent ways; It is a form of physical abuse. The children are likely to get injured, result in internal bleeding, broken bones, ruptured eardrum, scars and even death. Corporal punishment is physiologically damaging children's lives since it affects child not only inflicting physical pain but also mental harassment, feeling of helplessness, worthless, depression, inhibition, aggression, shame and self-doubt, guilt, social withdrawal , feeling of inferiority, rigidity, lowered self-esteem, stress and heightened anxiety which may reduce his/her self-confidence, (Pandey 2001). On the other hand Straus, Sugarman and Giles (1997) say that, corporal punishment has been discussed and implicated in a variety of studies as a factor contributing to delinquent behaviour problems and as a factor in antisocial behaviours such as lying, cheating, and bullying.

The administration of corporal punishment on children develops traumatic disorders in the learning environment which results in aggressive behaviour, avoidance behaviours, change in personality, fearful reactions, somatic complaints, withdrawal, memory and memory concentration disorders, dependency and regression, habit disorders and sleep disorders for some students (Cicognani, 2004).

Physical punishment is ineffective in the long run, interferes with learning procedures, produces numerous harmful side effects and is a form of violence that transgresses against children's rights. Corporal punishment can lead to lifelong psychological damage, such as depression inhibition, rigidity,

heightened anxiety and suicidal thoughts. This can cause pupils to further lose interest in learning. Children learn to hate a subject or teacher. Education does not thrive when children live in fear of those who teach them. School absenteeism and dropout increase. “Children lose interest and develop a negative attitude toward school and learning” (Naker & Sekitoleko, 2009). Corporal punishment also breeds cruelty and violence in children. On another hand corporal punishment also tarnishes the school's image as some parents do not take their children to schools known for degrading and humiliating children. When a child is injured from corporal punishment at school, the school must take responsibility for paying the medical expenses, which is it costs money and becomes an expense to the school.

2.5 Alternative methods to physical punishment

Children’s social behaviour can be modelled positively when teachers see themselves as role models for pupils expertly create deliberate interactions in classrooms in such a way as to foster satisfaction than frustrations. Under such an environment, cooperation, efficiency, cohesion, trust and mutual identification is most likely to result since it is believed that teachers are also aware that classroom experiences provide opportunities for children to mature socially and acquire knowledge (Wolf, 1971).

Physical punishment is an ineffective form of managing discipline and it rarely motivates students to act differently (Curwin et al, 2008). On the other hand William (2009) posits that conventional strategies to manage discipline are often conduct codes, security methods and suspensions but he maintains that these strategies have proven to be ineffective and contribute to increased disorder in schools leading to more behavioural and academic problems among school children.

Tiwari, (2014) argued that deeper learning requires effort and safety, not the threat of physical pain. Educators should at least consider the following points and alternatives: Discipline without corporal punishment. The school personnel should act in loco-parentis, whereby a school has the rights over

minors as the parents. Creation of a child friendly school where children feel safe and protected. Counselling sessions in consultation with parents should be conducted. Encouragement and responsibility are part of school discipline. Preparedness on the part of the teacher and good class management. Child centred methods rather than teacher centred methods. School's ethos will promote self-discipline supported by positive remedial disciplinary and pro-active measures. Order is essential for good learning. Educators should set examples of self-control and internal discipline in their classes and throughout the school. Clear school/ class rules and regulations have to be made to guide students' conduct and emphasis on self-discipline. It is important to motivate pupils through an enabling environment which is very conducive as well as a varied teaching methodologies.

What is wrong with corporal punishment?

Corporal punishment has physical consequences. Many children suffer physical injury as a result of corporal punishment, such as broken bones, infections and physical illness. These physical consequences can be painful for children and costly for families. Corporal punishment also has emotional and psychological consequences. When children are beaten, they often feel anger and shame at the same time, which leads to a feeling of humiliation. When we force children to tolerate an injustice, “we damage their sense of dignity and self-confidence” (Naker & Sekitoleko, 2009). Children may also stop trusting adults who repeatedly use corporal punishment against them. These negative experiences can lead children to depression, thoughts of suicide, desires for revenge and aggression toward others (Naker and Sekitoleko, 2009).

2.6 Socialisation and corporal punishment

Scholars, starting from the philosophers (Kant, Leibnitz and others), have so far agreed that society plays a huge part in the existence, perpetuity, acceptance, and execution of corporal punishment. Masitsa (2008) argues that contestations founded on religious, social and cultural values suggest that it

is a norm to punish children using corporal punishment. Society (in its abstract terms) harbours the belief that good conduct, discipline and social conformity are brought about through corporal punishment, and to quote Zizek (2008), beliefs do not take rationality into consideration.

Tradition

Educators who experienced corporal punishment were frequently proponents of the practice in schools (Lawrence, 1998, Rust and Kinnard, 1983). Culturally, failure to physically punish children after they have done wrong is regarded as a weakness on the part of the parent. Children who are not physically punished are regarded to as 'spoiled children.' Christianity and culture both concur that corporal punishment should be used. Before it was easy to give summary justice to children as they misbehaved, but with the advent of modernization most of these behavioural patterns and norms have changed. The main reason being that families have become more private, and no doubt one cannot discipline another person's child without their permission.

Religion

Religion plays a very important role in the lives of many people and often influences rearing of children. 2 Samuel chapter 7 verse 14 NKJV says 'I will be his father, and he shall be my son. If he commits iniquity I, will chasten him with the rod of man and with blows of sons of men. 'The rod and rebuke give wisdom but a child left to himself brings shame to his mother, Proverbs 29verse 15. NKJV. Greven, (1991) asserts that “the most enduring and influential source for the widespread practice of physical punishment ...has been the Bible. Both the Hebrew scriptures in the Old Testament and passages from the New Testament have sustained for centuries the defence of physical punishment and the use of the rod... so embedded are these [religious] assumptions in our minds and culture, and so familiar are they to most of us, that it is often almost impossible to discern their actual influence on us.”

Passages from the Old Testament book of Proverbs are used by some Christians to condone physical punishment of children. Verses such as “he who spares the rod hates his son, but he who loves him is diligent to discipline him” (Proverbs 13 verse 24). On the other hand Proverbs 23 verse 13 says “do not withhold discipline from a child; and if you beat him with a rod, he will not die.” The implication is that children will only flourish if they are physically punished for misbehaviour. UNICEF (2006) postulate that , some Christians believe in the notion of the ‘original sin’- a belief that all children are born inherently bad and that it is therefore the duty of the parents to control the child’s behaviour and ‘break the child’s will’ through physical punishment. This attitude towards children, when coupled with a belief that the Bible is beyond criticism and contains divine instructions to physically punish children means that all compelling research evidence and advances in child development which condemn physical punishment make little impact. Since teachers act in loco-parentis they have the control of the pupils when they are at school. Zimbabwe as a Christian country, one can say that most teachers are likely to follow the Biblical principles on corporal punishment which condone bad behaviour and encourage the use of a stick to correct the misbehaviour or rather using a rod or the appropriate canning stick. Straus et al (1980) postulate that it has been noted that a culture of physical punishments may increase aggressiveness if it is demonstrated that aggression is a way to cope with problems. This explains as to why most aggressive delinquents and abusive parents tend to be products of abusive households.

Violation of children’s Rights

Convention on the Rights of the child (CRC) Article 28 and 37 requires governments to “give physical and mental protection to children. The convention states that, it is a child’s right to access education and to enjoy special attention --- to enable the child to develop morally, mentally, physically under conditions of freedom and dignity.” (UNICEF, 1999). Where discipline in schools shuns violent

tendencies but promotes respect for children's dignity. CRC Article 28(2) postulate that "state parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention." UNICEF (1999) states that, violence against children persists as a permanent threat where authoritarian relationships between adults and children remain. The belief that adults have unlimited rights in the upbringing of a child compromises any approach to stop and prevent violence committed within the home, school or state institution. For lasting change, attitudes that condone or normalise violence against children, including stereotypical gender roles, need to be challenged. One can say that there is a gap in accordance with the research as the constitution of Zimbabwe of 2013 bans any form of corporal punishment. As a supreme law of the land it has to be followed, but the reverse of the judgement and the suspension of the previous judgement made this research interesting. The constitutional court's judgement which contradicts the constitution made it possible for the research to unearth the disparities so as to ascertain the main reasons for the re-introduction of corporal punishment indefinitely. Mbiti cited in Simatwa (2002) noted that the major aims of discipline both in the school and home is that it should be to nurture young people who will be responsible citizens in future.

On the other hand Nakpodia (2010) states that, the aim of school discipline should therefore be seen to help students cope well, be happy, safe and useful to the society they belong (Yaghambe & Tshabangu, 2013). As models, teachers need to behave well and people have great expectations on teachers' behaviour even later in life. The concept of 'loco parentis' allows schools to have considerable authority and responsibility in caring for students and disciplining them. In broader contexts, teachers have a right to discipline students who contravene school regulations (Nakpodia, 2010). According to Bandura (1963), teachers are social variables that influence and model behaviour within schools and the classroom. Teachers can model both good and bad behaviour because social theory states that, children often imitate adult's behaviour. An act such as the administration of corporal punishment can

be imitated elsewhere by students when faced with similarly frustrating situation in their life relationships.

2.7 Summary

This chapter examined literature that is related to the subject under study. The main objective of literature review in this chapter is to sharpen the understanding of the research topic and get abreast with the latest developments so that one can be in tandem with these developments as well as being well acquainted. This literature review gave a foresight of what the topic has to cover so as to come up with a well organised research. The literature review presented a comprehensive analysis of the major schools of thought on corporal punishment that included the Social Learning theory, retributive theory, attribution theory, social control theory and theories of patriarchy. These theories provided a scholarly background to the study of corporal punishment, its consequences and causes. The chapter also provided an overview of the literature on the prevalence of corporal punishment beyond Zimbabwe and the international legal environment surrounding it. The literature review then analysed the effects of corporal punishment, its social construction and alternative roots to child discipline.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology can be defined as a general approach to studying a research topic (Silverman, 2016). This chapter will look at the framework used in the data collection process. It will look at the research design, research population, research sample, data collection instruments, data presentation and analysis plan. The data collection instruments used are questionnaires, interviews, observations and document analysis. More so the advantages and disadvantages of each method of data collection will be

outlined. The researcher used a variety of collection instruments to ensure that there is some triangulation and to avoid some bias in the research findings by using either one or two methods of collecting data.

3.1 Research design

Research design refers to a guide or a blue print of a research which determines the research questions, the nature of data to be collected, how to collect it and how to analyse the results (Yin, 2013). A research design is a plan for conducting a study. There are basically six (6) research designs, according to van Wyk (2012). These are characterised as: explanatory, descriptive, exploratory, predictive, evaluative and historical design. The researcher will use both qualitative and quantitative research designs. These will be used for clarity purposes so that the figures can be explained by descriptive writing to explain fully.

Mixed -Method Design

Mixed methods research represents more of an approach to examining a research problem than a methodology. Mixed method is characterised by a focus on research problems that require an examination of real-life contextual understandings, multilevel perspectives and cultural influences (Cresswell & Clark, 2007). An intentional application of rigorous quantitative research assessing magnitude and frequency of constructs and rigorous qualitative research exploring the meaning and understanding of the constructs;

Tashakkori and Creswell (2007) argue that the mixed-method design encompasses more than just combining qualitative and quantitative methods but, rather, reflects new 'third way' epistemological paradigm that occupies the conceptual space between positivism and interpretivism.

Narrative and no-textual information can add meaning to numeric data, while numeric data can add precision to narrative and non-textual information. Mixed methods design was particularly important in this study as it utilised existing data while at the same time generating and testing grounded theory approach to describe and explain the impacts of the abolishment of corporal punishment in schools. The strengths of one method were used to overcome the inherent weaknesses of another (qualitative and quantitative methodology).

3.2 Population

Population refers to “all the members of a real and hypothetical set of people, events or objects to which we wish to generalise the research” (Borg and Gall 1989:213). Best and Khan (1989:11) describe population as any part of individuals that have one or more characteristics in common that are of interest to the researcher. The target population was made up of schools in Mabvuku, Tafara, - Epworth District. Mabvuku Tafara Epworth District is the population that the researcher dealt with. The choice of the population was because the area is easily accessible and in terms of transport costs incurred which are very minimal. The number of teachers was 200 while heads were 12 and pupils was 5000 for all the sampled schools.

3.3 Sampling

The researcher used the stratified random sampling as a method of selection when sampling the population. “A sample is a small proportion of the population selected for analysis” (Tuckman 1994:238) while Best and Khan (1993:14) define a sample as a relatively small portion of the population. The sample would be a representative of the population from which it has been drawn on those variables that are relevant to the research. The sample was composed of Head teachers, teachers and pupils from 6 schools. These were 6 schools (out of 12 in the region) with 6 heads, 36 teachers, and 60 pupils, 10 from each school. For teachers 18 were female and 18 were male. The student sample

comprised of 33 girls and 27 boys because the representation of students is now skewed in favour of girls (ZIMSTAT, 2016). The school heads were also comprised on 4 males and 2 females.

3.2 Research Instruments

Research instruments to be used in the study are: questionnaires, interviews, observation, and document analysis will be used for triangulation purposes.

3.2.1 Questionnaires

Borg and Gall (1989:289) assert that, “questionnaires are documents that ask the same questions to all individuals in the sample.” The respondents record a written or typed response. The questionnaires were distributed to selected teachers in the sample. Six teachers per school filled in the questionnaires and the total number was thirty-six.

Mainly questionnaires as research instruments have their own strengths and weaknesses. Borg and Gall (1989) postulate that questionnaires have two advantages over interviews. The main advantage of using questionnaires is that they are relatively cheap and the time required to collect data is typically much less. The other advantage is that people can be trustworthy and honest since their anonymity is guaranteed. The disadvantage of questionnaires is that the researcher cannot probe deeply into the respondents’ beliefs, attitudes and experiences. It is also not possible to modify the items once the questionnaire has been distributed. Poorly constructed questionnaires suffer from errors with the result that the reaction to questionnaires is often unfavourable and the response rate is slow, scanty, and frequently disappointing, providing a very flimsy basis for generalisation (Chiromo, 2006).

3.2.2 Interviews

Nyarawanda (2003:07) views an interview as “a face to face conversation between the researcher and the respondents for the purpose of collecting data for the research.” Cohen and Manion (1992:307)

defined an interview as, a two person conversation initiated by the interviewer for specific purposes of obtaining research information. This implies that an interview is a face to face interaction between the interviewer and the interviewee for the purpose of obtaining information intended to be used in a topic or area of study. The researcher conducted face-to - face interviews with the school heads of the schools in Epworth, Mabvuku- Tafara District. The researcher got the answers verbally and wrote some responses. The main advantage of an interview is largely in control of the response situation and can control the question pace and sequence to fit the circumstances of the situation. Chiromo (2006) posits that interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic and interviews may be useful as follow-up to certain responses to questionnaires. Nonetheless, Grazino and Rukuni, (1997) posited that an interview has its own shortcomings which include the unwillingness of the interviewee to participate in the process. The other disadvantage of using interviews is that they are expensive to conduct since the interviewer has to travel to meet the interviewees. Interviews also take some time and at times it is difficult to get the respondents due to other commitments. One can say that the researcher used some interviews because it is easy to probe further for clarification when talking to someone in an interview than when one is answering some questions on a questionnaire.

3.2.3 Observations

Best (1970) propounded that observation can be defined as, the process in which one or more people observe what is occurring in real life situation and record what is happening in some planned scheme. Hitchcock and Hughes (1995:183) said that “the traditional role of a participant observer is being involved in the activities done by group understudy, taking field notes and making observations.” The researcher observed and recorded how pupils were punished in schools generally and how they

behaved when corporal punishment was to be instituted on them. Also the researcher recorded how pupils were generally punished at schools.

Observation was chosen as a data collection instrument in this research because it correlated the data collected using other instruments with ethnographic 'reality'. It reduced the possibility of including the bias associated with interviews and personal responses on questionnaires. One major disadvantage is that it is difficult to get the accurate information if the respondents know that they are being observed. John Henry effect can take place and the results may not be as expected, (Chiromo,2006).

3.2.4 Document analysis

Secondary Data Analysis/Document analysis is the exploration of data that was previously collected by others "to answer a research question other than the question(s) for which the data are initially collected" (Vartanian, 2011, p. 3). Secondary Data Analysis was important in this research because it allowed for the exploration of the foundational basis of the abolishment of corporal punishment in Zimbabwe in practical terms. Documentary evidence was checked from the log book for discipline were they were availed at the sample schools. The New Zimbabwean Constitution of 2013 was also used in understanding the legal status of corporal punishment. Policy documents on corporal punishment by the Ministry of Primary and Secondary Education in Zimbabwe were also explored.

3.3 Data collection Procedures

The researcher was given a letter by the Faculty of Education Department of Educational Foundations, Management and Curriculum Studies at Midlands State University. The researcher took the letter to Head office and Provincial Office of the Ministry of Primary and Secondary education in order to be given some permission to enter in the schools in Epworth, Mabvuku- Tafara District to conduct the research. The researcher also asked for some permission from the school authorities to have access to

the black book to access the cases of indiscipline and how they were dealt with at school level. The researcher gave some respondents the questionnaires after he was given permission by the school heads. The respondents were given some time to respond to the questions and were assured that these were to be confidential. The researcher also asked for some permission to carry out some interviews from the school heads and this went on after the permission was granted. This went on well though there were some few cases in which the researcher had difficulties in getting the responses but managed to get them after some time to complete the whole process.

3.4 Data Presentation and Analysis

Data analysis is always conducted to answer a particular research question (Hopner et al, 1999). The integrative data analysis method used in this research was the consolidated/merged data analysis method. Data consolidation or merging involves joint use of both qualitative and quantitative data to produce new variables and data sets (Caracelli & Greene, 1993). This method is advantageous as it initiates new insights into a phenomenon and informs decisions better. Because the impact of the abolishment of corporal punishment is under-researched, the data consolidation method unveiled troves of insight into the acceptability, application, conformity to, and existence of corporal punishment in schools, (Caracelli & Greene, 1993). Quantitative data was represented in graphs and tables while qualitative data augmented the statistical data given. Both theoretical and empirical insights were utilised and developed to come up with concrete and practical conclusions.

3.4 Summary

The purpose of this chapter was to look into the research methodology and framework used to gather the information. It discussed the population, sample and sampling procedures to be used in the study,

instruments used to collect data advantages and disadvantages were also looked into and reasons why there is need to have more than one instrument to collect data for triangulation purposes. Data collection procedures were also looked into and how the researcher got to the schools which he had identified for his research.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This study investigated the effect of the abolishment of corporal punishment on learner behaviour in schools: A case of Epworth, Mabvuku- Tafara District, and Harare metropolitan province. This chapter focused on the presentation and analysis of the data that was collected according to the objectives of the research stated in Chapter 1. The information was collected through using oral interviews, questionnaires, observation and document analysis. The data were presented and analysed simultaneously while tables and figures were used.

4.1 Presentation, Discussion and Analysis

Teachers Bio data

TABLE 4.1: AGE OF RESPONDENTS

| Respondents Age | Males | Females | Total |
|-----------------|-------|---------|-------|
| 20-30 | 1 | 5 | 6 |
| 31-40 | 5 | 6 | 11 |
| 41-50 | 3 | 12 | 15 |
| 51-60 | - | 2 | 2 |

| | | | |
|-------|----|----|----|
| 61 | 1 | 1 | 2 |
| Total | 10 | 26 | 36 |

TABLE 4.2: PERIOD IN SERVICE

| Period in service | Males | Females | Total |
|-------------------|-------|---------|-------|
| 1-3 years | 1 | 2 | 3 |
| 4-10 years | 4 | 10 | 14 |
| 11-20 years | 4 | 5 | 9 |
| 21+ years | 2 | 8 | 10 |
| Total | 11 | 25 | 36 |

N=6

Administrators

TABLE 4.3: ADMINISTRATORS' AGES

| Respondents Age | Males | Females | Total |
|-----------------|-------|---------|-------|
| 20-30 | 0 | 0 | 0 |
| 31-40 | 0 | 0 | 0 |
| 41-50 | 1 | 1 | 2 |
| 51-60 | 2 | 0 | 2 |
| 61 | 1 | 1 | 2 |

| | | | |
|-------|---|---|---|
| Total | 4 | 2 | 6 |
|-------|---|---|---|

TABLE 4.4: PERIOD IN SERVICE

| Period in service | Males | Females | Total |
|-------------------|-------|---------|-------|
| 1-3 years | 0 | 0 | 0 |
| 4-10 years | 0 | 0 | 0 |
| 11-20 years | 0 | 1 | 1 |
| 20+ years | 4 | 1 | 5 |
| Total | 4 | 2 | 6 |

The information given above shows that the heads consulted are experienced as indicated by the period in service spanning from 11-20 years and 20 years and more. One of the heads have 11-20 years in service and is female. The majority of the heads have 20+ years showing this as the mode. Four are males while one is female making the total 5. All the heads are holders of Degrees and some even have masters Degrees.

Section B

Q.6 Corporal Punishment should be banned in schools

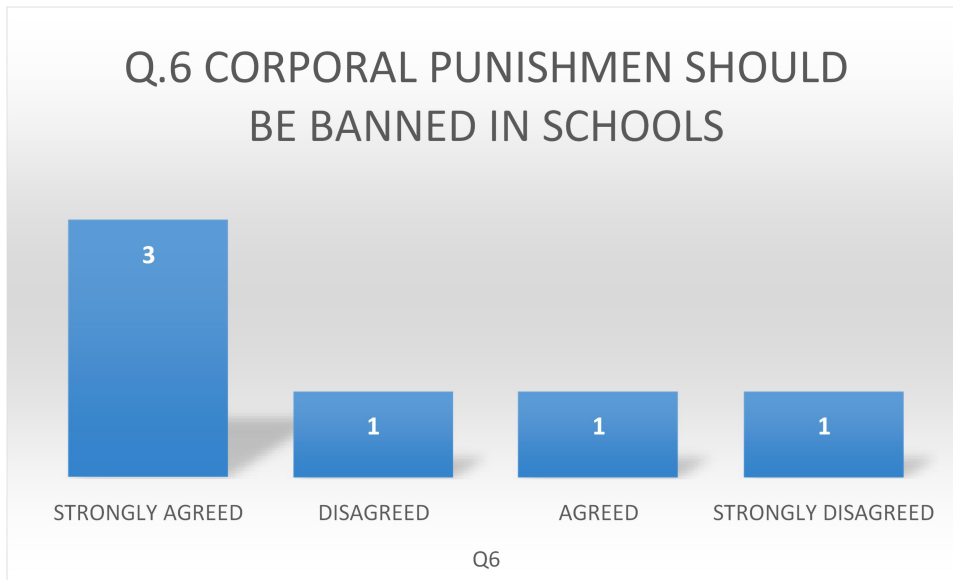


FIGURE 4.1: QUESTION 6

Q7. Banning corporal punishment creates discipline problems for teachers at school

Q8. Are you convinced that corporal punishment violates pupils' rights?

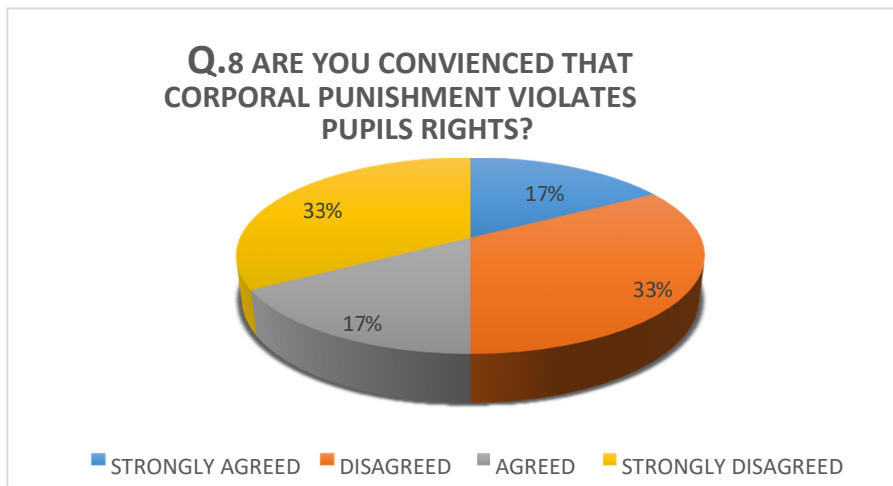


FIGURE 4.2: QUESTION 8

Q9. Because of the ban of corporal punishment, teachers might ignore pupils' behaviour.

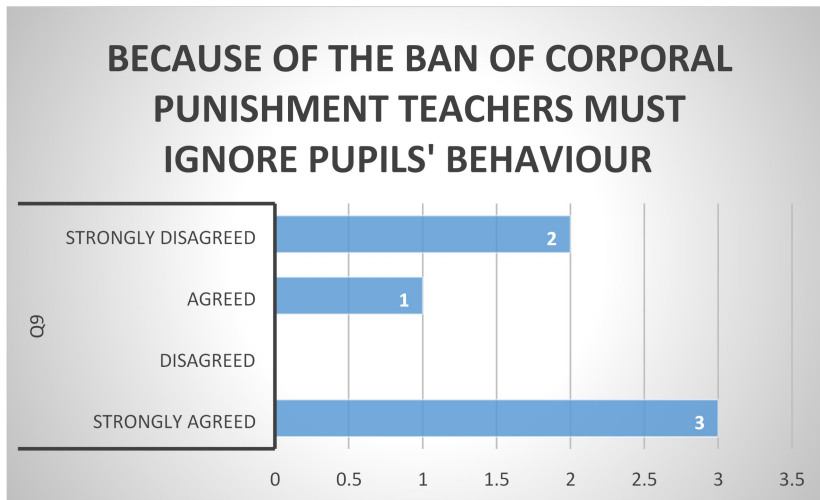


FIGURE 4.3: QUESTION 9

Q10. Continued use of corporal punishment is a result of requests, by some parents for teachers to do so.

Q11. There are no ministry guidelines on how to correct misbehaviour in place of corporal punishment

Q12. The use of counselling sessions in consultation with parents is an effective discipline technique.

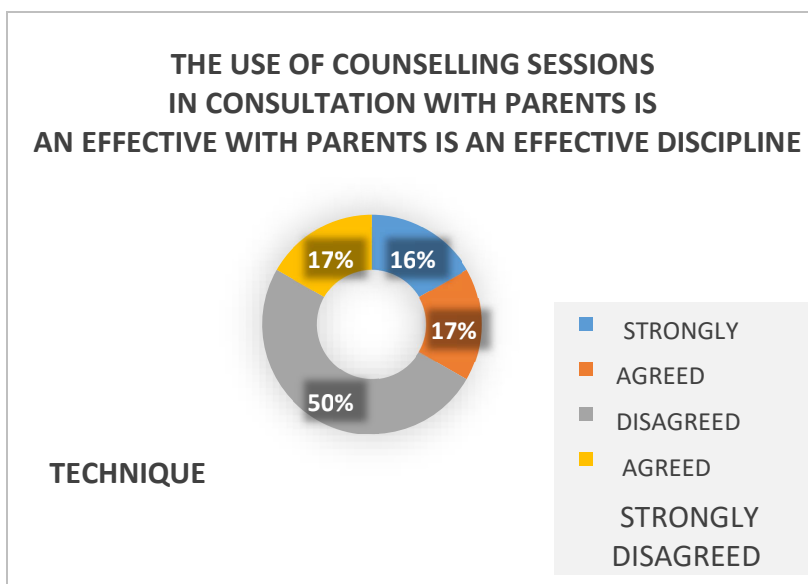


FIGURE 4.4: QUESTION 12

Q13. How effective are other alternative discipline techniques compared to corporal punishment?

2- Very effective; effective -1; ineffective-3; very ineffective-.

Interviews for the Heads

Question 1: Are you aware of the Ministry policy that bans corporal punishment?

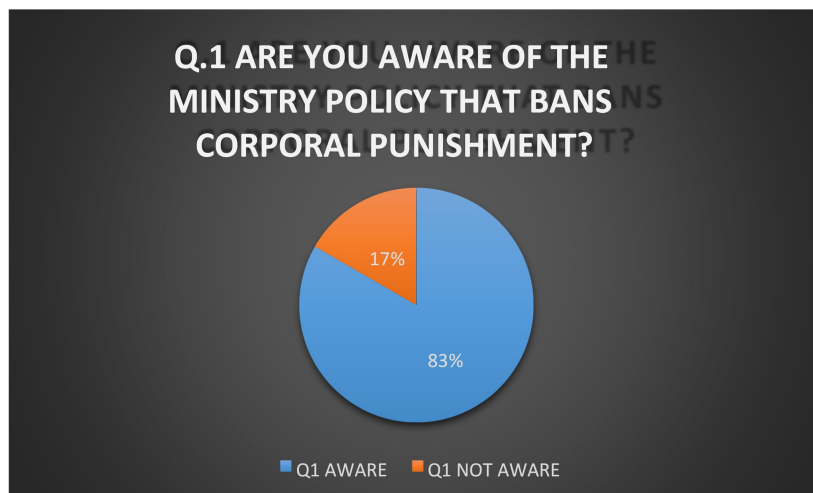


FIGURE 4.5: QUESTION 1

Five out of the six respondents said yes they are aware of the ministry policy that bans corporal punishment while one high school head said that there is no ministry policy which banned corporal punishment, he says that it was banned by the constitution and furthermore said that there is no policy that bans corporal punishment. This shows that the existence of a law sometimes does not mean it's understood by the whole society. Policy makers sometimes do not make sure that the laws they make are understood by society. As shown by Majange (1992), culture and tradition sometimes surpass and ignore the legal precepts in the country in favour of corporal punishment.

Question 2: What does the ban mean to you?

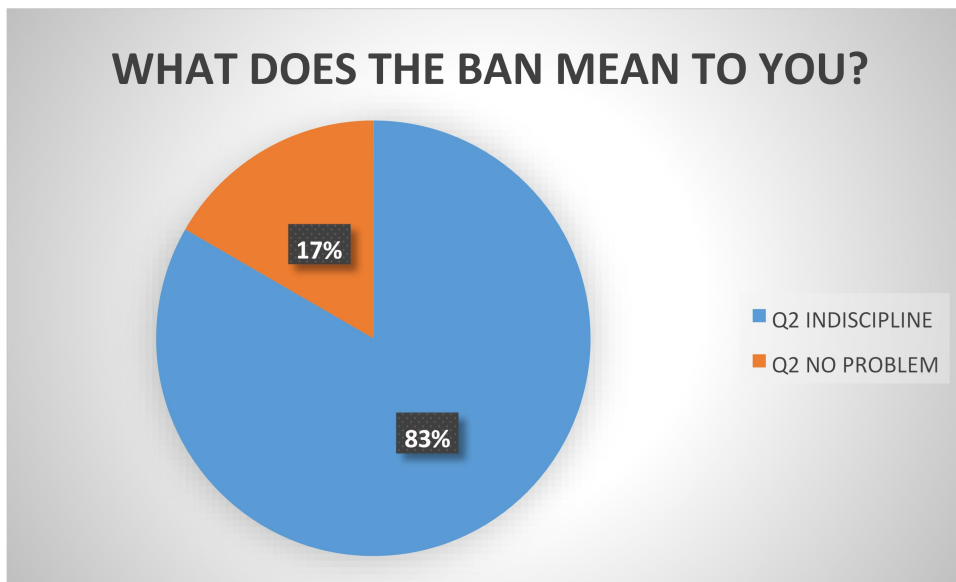


FIGURE 4.6: QUESTION 2

The respondents gave varied reasons. The majority who are five out of the six heads said that the ban means that there will be increased indiscipline; it's not fair on teachers. More so some said that other forms of punishment are time consuming and requires a lot of procedures and are very demanding on time, and the usual advice to counsel, discuss and others are simply not practical for a busy teacher and a demanding group of pupils. At that level corporal punishment has become a pretty essential tool. The problem cannot be solved at that level.

Question 3: Can schools achieve discipline without the use of corporal punishment?

Four of the respondents said no while one said yes and the other one said schools can partly achieve discipline without the use of corporal punishment. Chisipite Head said it is possible to achieve this because there is no corporal punishment that is administrators use at this school. The head said that warnings can be given, detention, counselling and removal of privileges. These are the answers which were given in support of the ban of corporal punishment.

Oriel Girls Head said that schools can partly achieve discipline without the use of corporal punishment because there are some pupils who can correct behaviour through counselling but others need corporal punishment.

Question 4: What are the legal consequences of using corporal punishment in schools?

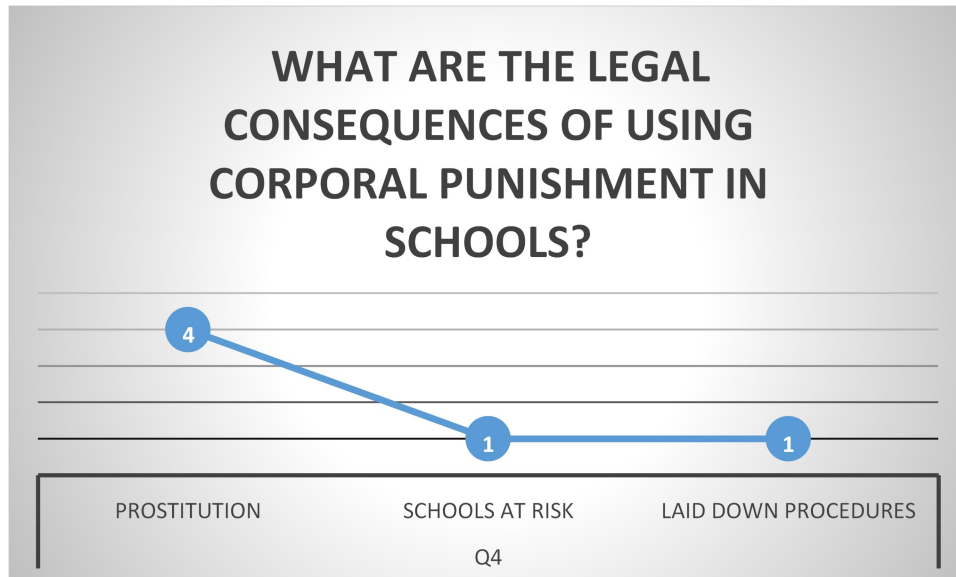


FIGURE 4.7: QUESTION 4

One head said that there are schools are risk because there are no laid down procedures to follow hence there is need to have some laid down procedures to follow. The majority said that one faces prosecution or arrest since it is clearly laid down in the new constitution that corporal punishment should not be practised and it is also a violation of Children’s rights and more so human rights.

Question 5: What challenges do you see in the policy that bans corporal punishment in schools?

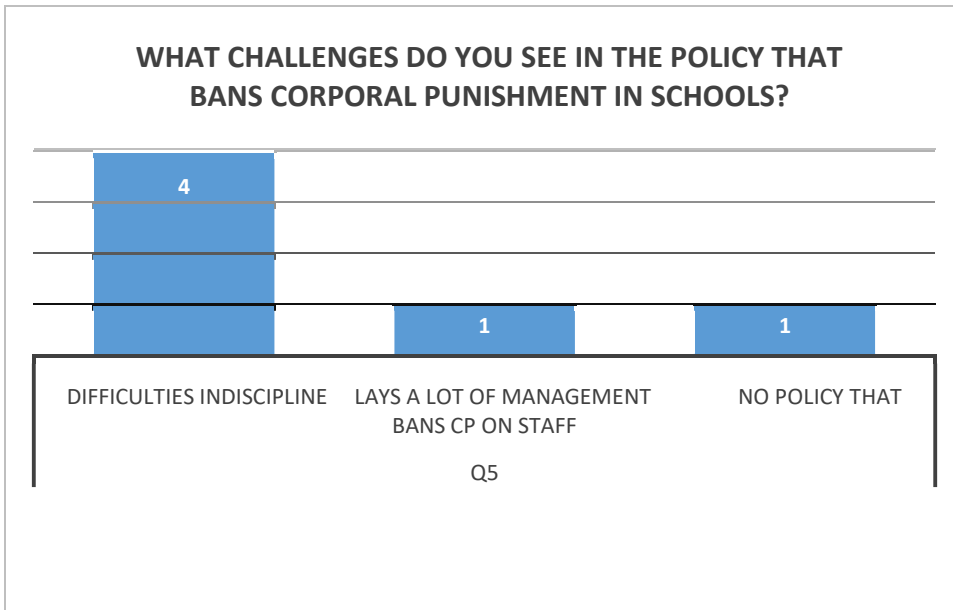


FIGURE 4.8: CHALLENGES IN THE POLICY THAT BANS CORPORAL PUNISHMENT

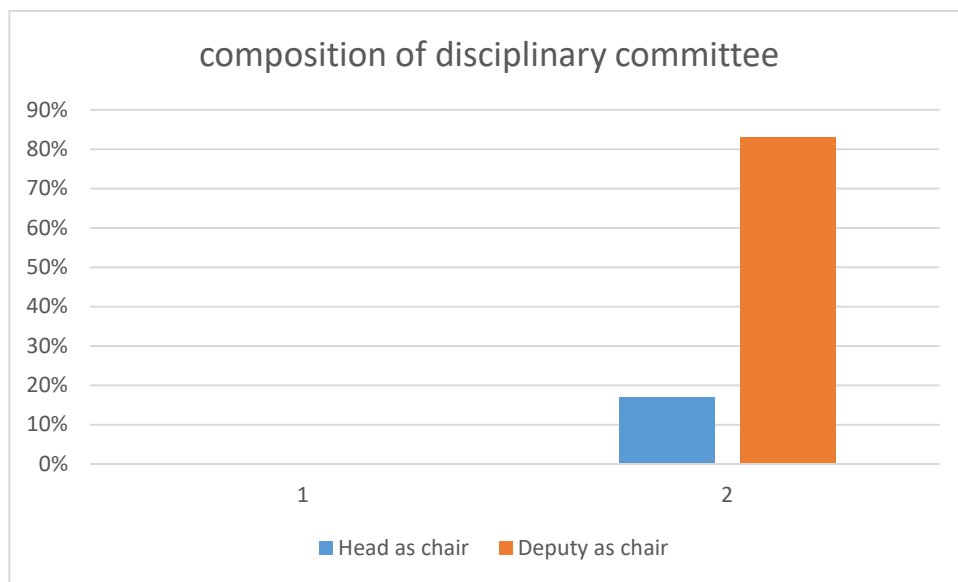
One Head said that, 'teachers are no longer respecting teachers and pupils do as they like.'

One Head said that there is no policy that bans corporal punishment, while on the other hand, one Head said that it lays a lot of extra management demands on staff. Tafara 1 high school Head said that banning of corporal punishment in schools have negative results for example drugs, improper association and a lot of mischief among the pupils since there will be no instruments like corporal punishment. The other Head said that there are no challenges in the introduction of the policy on the ban of corporal punishment. This is so because it will lead to a better teaching and learning environment. Mabvuku Head said that there will be negative consequences because it will create a very difficult learning environment as this will be difficult to control the pupils. Oriel Boys High School Head said that it will be very difficult to control the pupils and the behaviour of the pupils will be very difficult to take control of and the prospects are very negative. Offers no clear systematic alternative. One can say that heads and senior staff members need to restructure the whole nature of school discipline and incentives, and work on school ethics of behaviour. Everyone then knows what

constitutes indiscipline, what the hierarchy of 'punishment' will be, and ensure that it is actually followed. The busy teacher cannot be left to him/her own devices.

Question 6: What is the composition of the disciplinary committee?

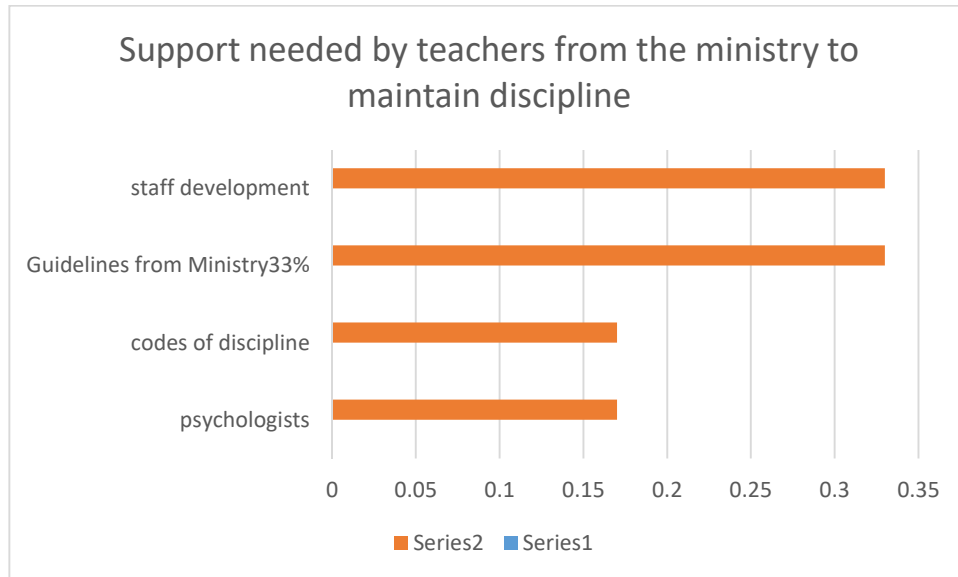
| | |
|---|----------|
| Deputy Head as chair of the disciplinary committee | 5 |
| Head as the disciplinary chair | 1 |



Deputy Head, Senior Teachers and some teachers is the composition of the disciplinary committee of Oriel Girls High school. Mabvuku High school is composed of the Deputy Head as the chair, senior teachers male and female and two Heads of Department. Tafara I high school's disciplinary committee is composed of the Deputy Head as chair, senior woman, Senior Master and Guidance and counselling teachers. At Chisipite senior school discipline stems from the Head, Deputy and Line Mistresses. Oriel boys' disciplinary committee is headed by the Deputy Head, senior master and some teachers. At

Tafara 2 high school the disciplinary committee is composed of the Deputy Head as the chair, senior teacher, senior woman and one Head of Department.

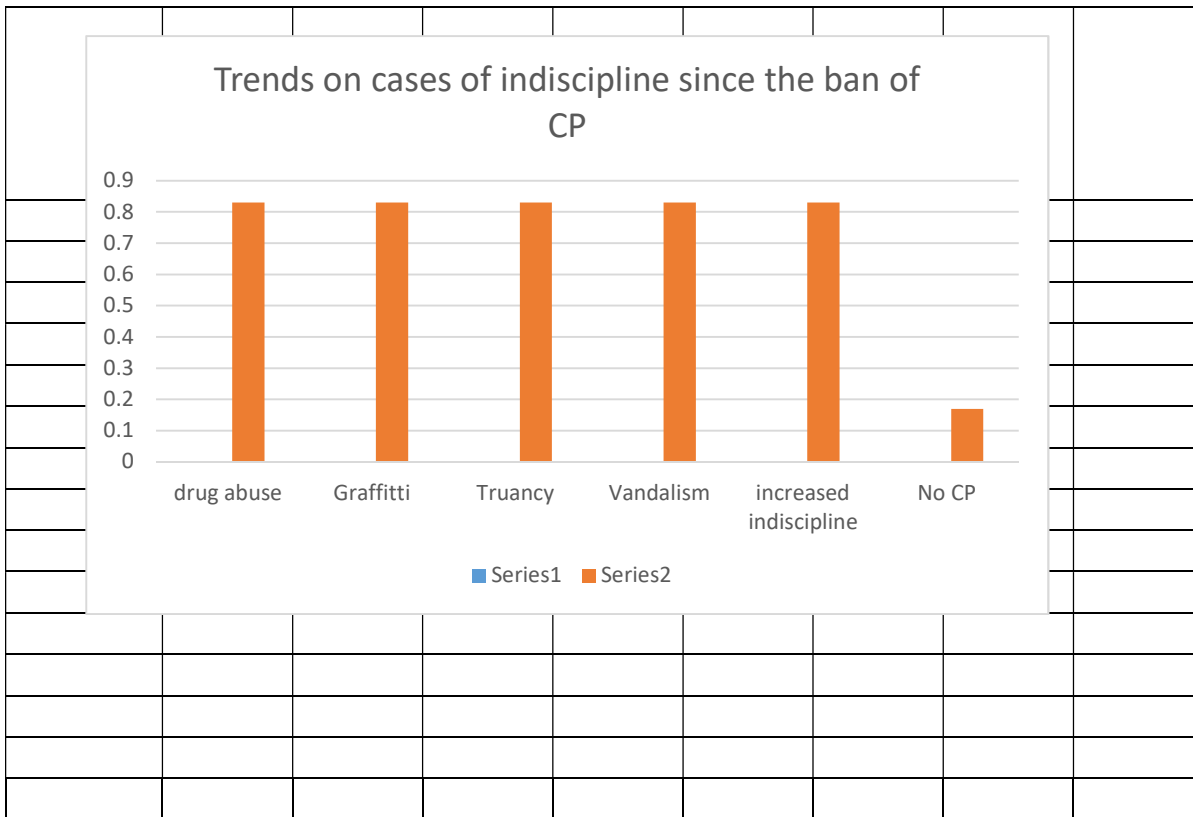
Question 7: What kind of support would teachers need from the ministry to maintain discipline without the use of corporal punishment?



Tafara 2 Head said that teachers need guidelines from the ministry on how best to work without using corporal punishment. Oriel Boys Head said that the ministry should empower schools in relation to policies on suspension and expulsion so that the Heads will follow procedures. Tafara 1 high school head said that staff development meetings should be organised so that there is regularisation of the policies in tandem with the trends of the day and new policies. There is also need to have some psychologists who are able to control the situation which are of special consideration he said. Oriel Girls Head proposed that there should be provision of education on other means to correct misbehaviour. Chisipite senior school Head said that school heads and senior staff need several template codes of discipline, to help them devise their own. Mabvuku high school Head said that there is need to staff develop teachers so that they get the necessary expertise as well as code of conduct to

follow when using the best method which is contemporary and in tandem with the current trends in the society.

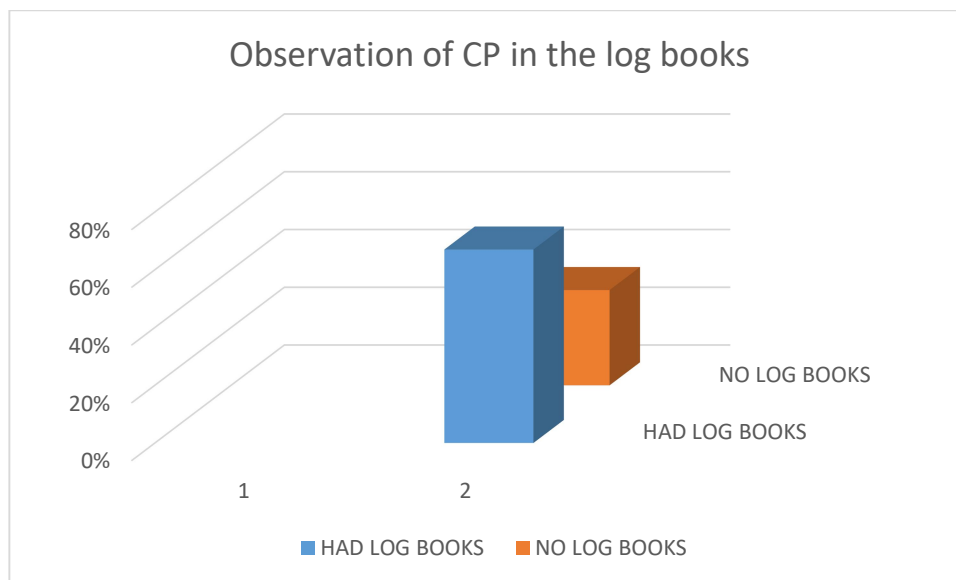
Question 8: What is the trend of causes of indiscipline since the introduction of the ban on corporal punishment?



Drug abuse, truancy, vandalism of furniture, graffiti, increased indiscipline. The general consensus from the majority of the school Heads except for Chisipite senior school where there is no corporal

punishment did not comment. Control of the pupils is becoming very difficult such that the levels of indiscipline has astronomically increased since the introduction of the ban on corporal punishment. Bullying also increased, viewing of pornographic materials as well as sexual abuse, sexual activities at an early age and drug abuse.

Observation on Corporal punishment in the log book



Tafara 1 high school, Oriel Boys High School, Oriel Girls high school, and Mabvuku High school had some log books for corporal punishment. Tafara 2 high school and Chisipite did not have the log books. Chisipite senior school Head gave a reason that they do not practice corporal punishment as a disciplinary measure so there was no need to have the log book. Tafara 2 high school did not have the log book in place, the Head cited the introduction of the new constitution as an instrument which did

not allow to have such an instrument since corporal punishment was banned. The researcher had an opportunity to have a look at a log book at Tafara 1 high school, Oriel boys and Girls and Mabvuku high school. Among the disciplinary issues which the researcher saw which led to corporal punishment are: bullying, fighting, viewing pornographic material, stealing, alcohol and drug abuse, graffiti and sexual abuse. The above were the most common disciplinary cases which led to the use of corporal punishment. These were recorded disciplinary cases which shows that there was evidence of the following of these policies in place.

Questions for teachers

N=36

TABLE 4.5: RESPONSES ON CORPORAL PUNISHMENT QUESTIONS BY TEACHERS

| Question | Strongly Agree | Agree | Disagree | Strongly disagree | Total |
|--|----------------|-------|----------|-------------------|-------|
| 6 corporal punishment should be banned in schools. | 7 | 8 | 10 | 11 | 36 |
| 7. Banning CP creates discipline problems for teachers at school | 17 | 11 | 2 | 6 | 36 |

| | | | | | |
|--|----|----|----|---|----|
| 8. Are you convinced that CP violates pupils' rights? | 5 | 14 | 12 | 5 | 36 |
| 9. Because of the ban of CP, teachers might ignore pupils behaviour | 11 | 15 | 4 | 6 | 36 |
| 10. Continued use of CP is a result of requests by parents for teachers to do | 8 | 18 | 4 | 6 | 36 |
| 11. There are no ministry guidelines on how to correct misbehaviour in place of CP | 7 | 16 | 8 | 5 | 36 |
| 12. The use of counselling sessions in consultation with parents is an effective discipline technique. | 9 | 19 | 7 | 1 | 36 |
| 13. How effective are other discipline techniques compared to CP? | 6 | 18 | 10 | 2 | 36 |

Q.6 Corporal Punishment should be banned in schools.

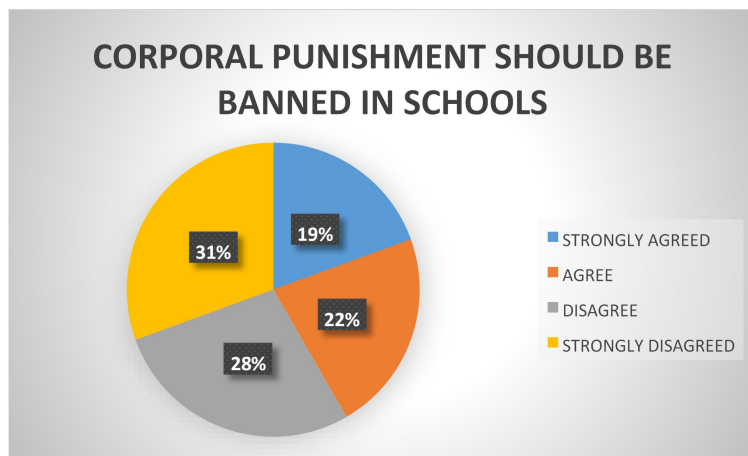


FIGURE 4.9: CORPORAL PUNISHMENT SHOULD BE BANNED

19.4% strongly agreed that corporal punishment should be banned in schools, 22.2% agreed that corporal punishment should be banned. 27.8% disagreed that corporal punishment should be banned in schools, while 30.6% strongly disagreed that corporal punishment should be banned. Overall one can say that the majority of the teachers were against the ban of corporal punishment.

Q.7 Banning corporal punishment creates discipline problems for teachers at school.

47.2% of teachers strongly agreed that banning corporal punishment creates discipline problems for teachers, while 30.6% agreed, 5.6% of teachers disagreed with the above assertion, and 16.7% strongly disagreed that banning corporal punishment creates problems.

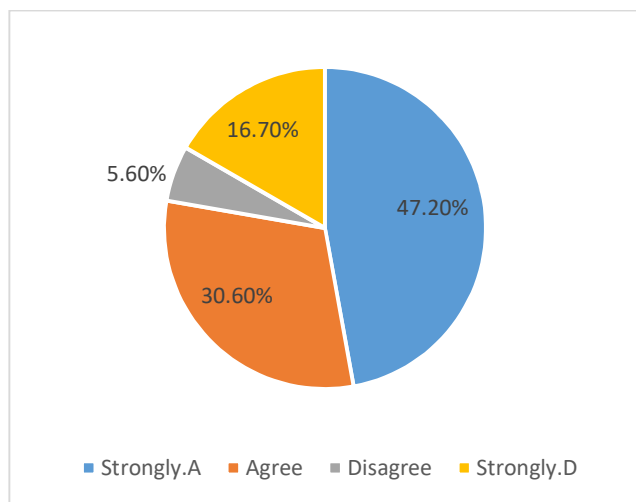


FIGURE 4.10: QUESTION 7

Q8. Are you convinced that corporal punishment violates pupils' human rights?

13.9 % strongly agreed that corporal punishment violates pupils human's rights, while 38,9% of teachers agreed, 33.3% disagreed, while 13.9% of the teachers strongly disagreed that CP violates pupils human rights. One can say that from the above statistics the combined figures of strongly agreed

and agreed give more than the average figure of 52.8%. These combined figures show that the majority of teachers say that corporal punishment violates pupils' human rights.

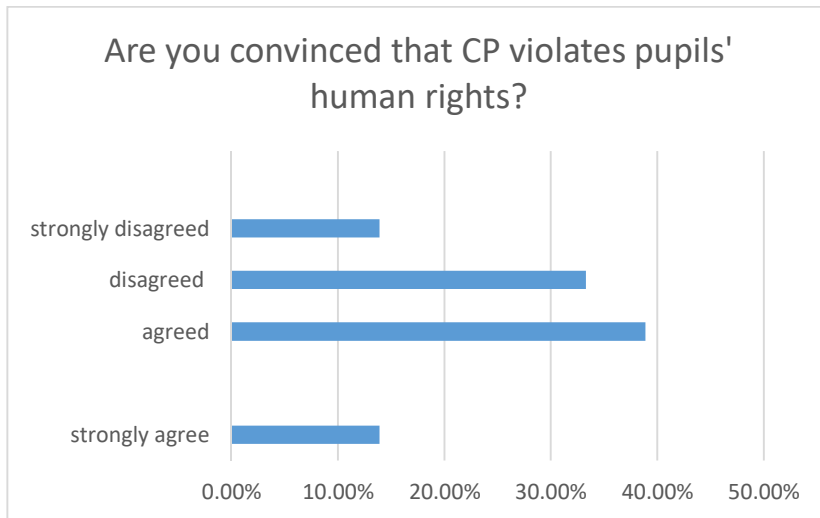


FIGURE 4.11: QUESTION 8

Q9. Because of the ban of corporal punishment, teachers might ignore pupils' behaviour.

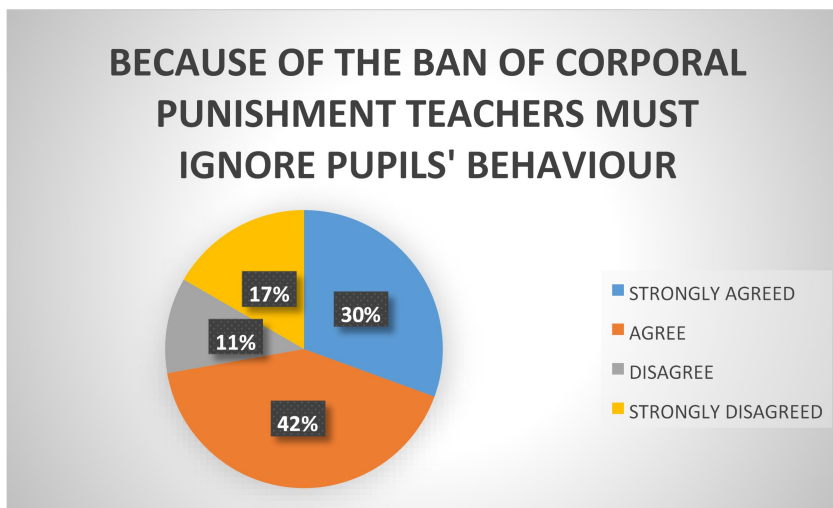
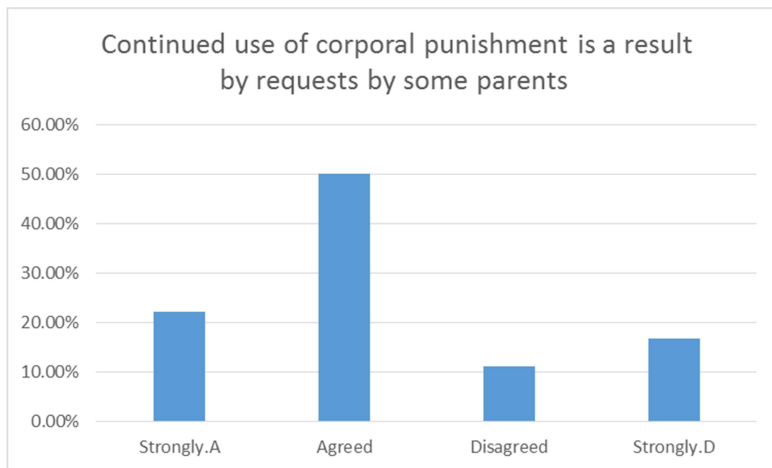


FIGURE 4.12: QUESTION 9

30.6% strongly agreed that because of the ban of corporal punishment, teachers might ignore pupils' behaviour, while 41.7% agreed to the above assertion. 11.1% disagreed that because of the ban of CP

teachers might ignore pupils' behaviour as well as 16.7% strongly disagreed. The last responses were due to some schools not practising CP that is Chisipite Senior School.

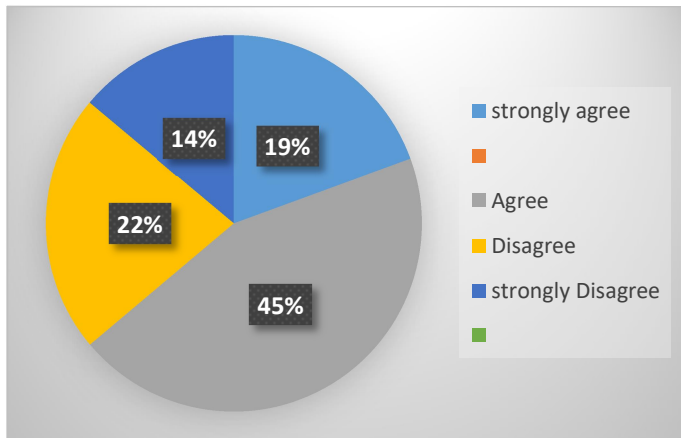
Q.10 Continued use of CP is a result of requests by some parents for teachers to do so.



22.2% strongly agreed, while 50% agreed that the continued use CP is a result of requests, by some parents for them to do so. 11.1% disagreed while 16.7% strongly disagreed that the use of CP is as a result of requests by parents.

Q. 11 There are no ministry guidelines on how to correct misbehaviour in place of CP.

19.4% strongly agreed, while 44.4% agreed that there are no ministry guidelines on how to correct misbehaviour in place of CP. 22.2% disagreed on the above assertion and 13.9% strongly disagreed that there are no ministry guidelines on how to correct misbehaviour in place of corporal punishment.



Ques. 12 The use of counselling session in consultation with parents is an effective discipline technique.

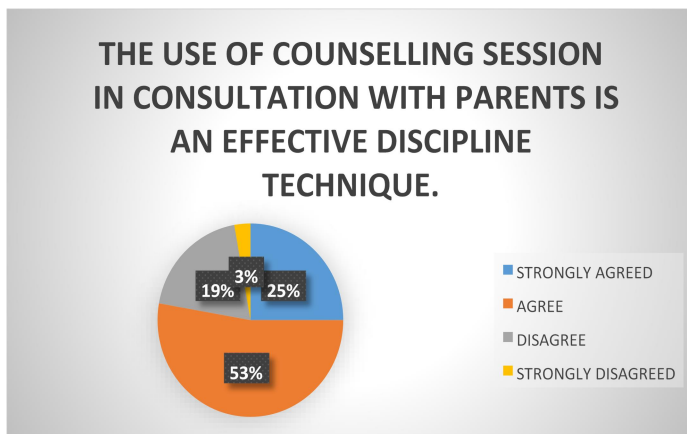


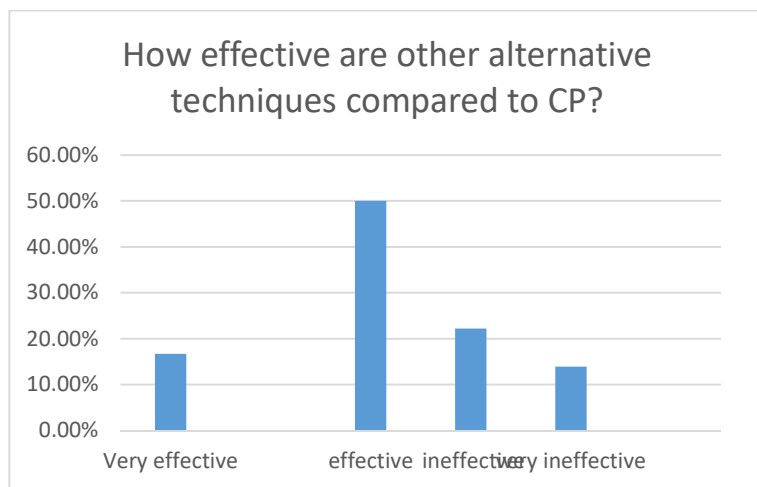
FIGURE 4.13: QUESTION 12

25% strongly agreed that the use of counselling sessions in consultation with parents, while 52.8% agreed that the use of counselling is effective as a disciplinary technique.19.4% disagreed that the use

of counselling is an effective disciplinary measure. 2.8% strongly disagreed that counselling is an effective discipline technique.

Q. 13 How effective are other alternative discipline techniques compared to corporal punishment?

16.7% said that other alternative discipline techniques are very effective, 50% said other discipline methods are effective compared to corporal punishment. 10% said that other methods are ineffective compared to corporal punishment, while 5.6% said that other discipline techniques are very ineffective than corporal punishment.



Open-ended questions for teachers

Who administers corporal punishment in schools?

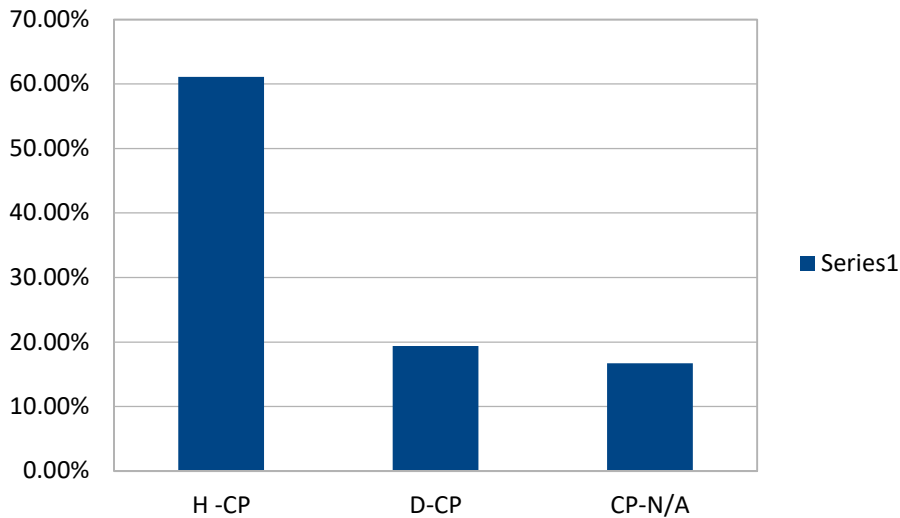


FIGURE 4.14: RESPONSES ON WHO ADMINISTERS CORPORAL PUNISHMENT IN SCHOOLS

16.7% of the teachers said it is not applicable to them as there is no corporal punishment at their school that is, Chisipite Senior School. 61.1% said that the school head is the one who administers corporal punishment, while 19.4 % said that the Deputy Head, senior master or senior woman are the ones who administer corporal punishment and the Deputy being the Chairperson of the disciplinary committee.

How are pupils being punished in schools?

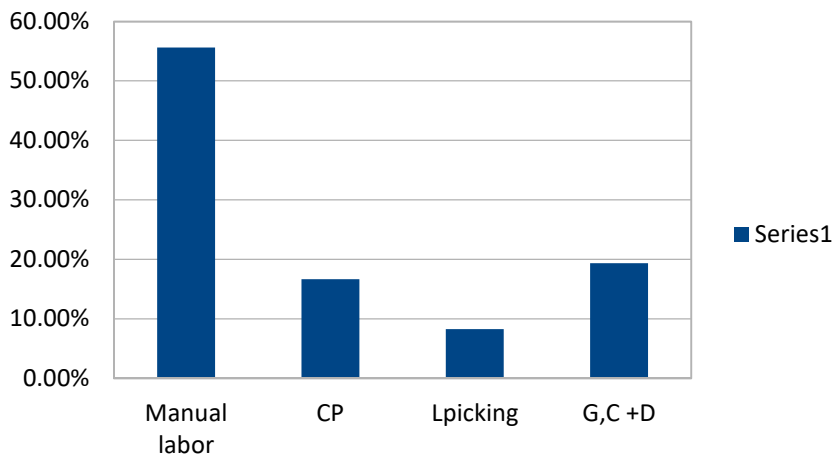


FIGURE 4.15: RESPONSES ON METHODS OF CORPORAL PUNISHMENT IN SCHOOLS

55.6% said that pupils are given some manual labour punishment. 16.7% of the teachers said pupils are given corporal punishment to correct their misbehaviour. 8.3% of the teachers said that pupils’ punishment involves litter picking, and sweeping the school premises. 19.4% said that counselling or detention were used by the teachers as well as the administrators to punish the pupils. This included the withdrawal of privileges or incentives to make the pupils feel the pain after doing something bad that requires punishment as well as very important attention to improve their behaviour.

Is corporal punishment in the best interest of the pupils? Give reason for your answer.

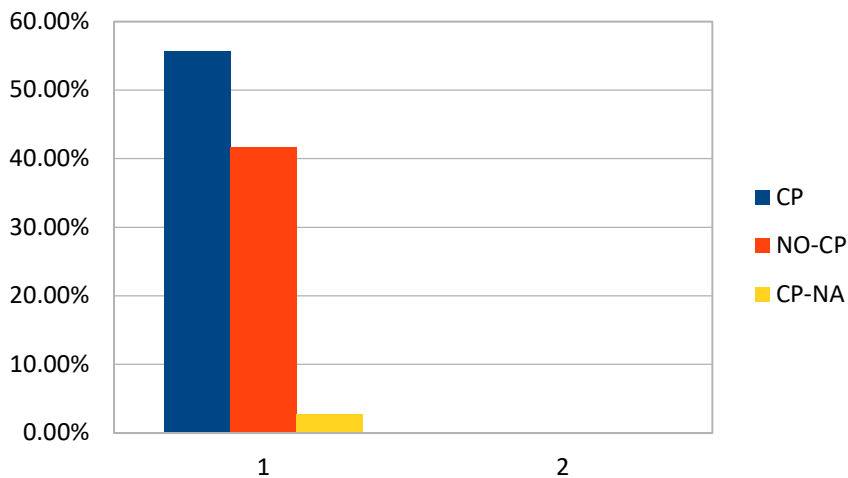


FIGURE 4.16: RESPONSES ON WHETHER CORPORAL PUNISHMENT IS IN THE BEST INTEREST OF PUPILS

55.6% said corporal punishment is in the best interest of the pupils. The main reasons given are that it is an instant justice, instils fear among students, points to the seriousness of the issues, pupils become easy to control, instils discipline and is not time wasting like other methods which take a lot of time. 41.7% said no and the main reasons were that it does not correct behaviour , its harsh, creates adverse problems and pupils get used to that form of punishment such that it becomes ineffective to apply on the same pupil. They cited counselling as the effective methods were pupils and parents will be involved when these sessions will be done at the school. 2,8% said not applicable the reason cited was that since the school in question does not practice corporal punishment it was therefore futile to comment on what they do not practice.

Do you support zero corporal punishment in school policy?

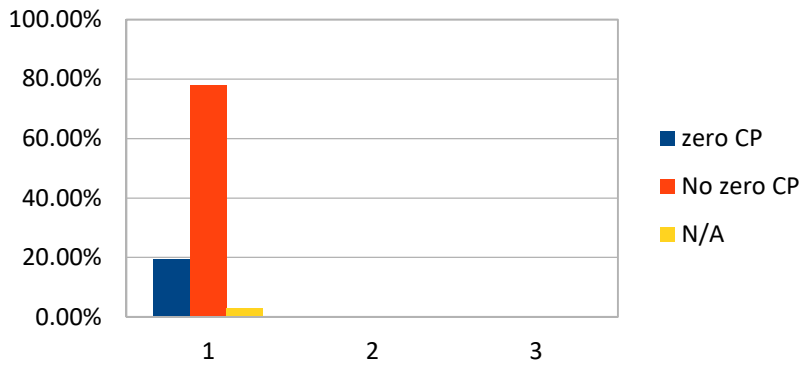


FIGURE 4.17: RESPONSES ON THE SUPPORT OF ZERO PUNISHMENT

19.4% agreed that zero corporal punishment school policy should be introduced, while 77.8% said they do not support zero corporal punishment school policy while 2.8% said it is not applicable since corporal punishment is not practised at Chisipite Senior School. One can say that the majority of the respondents were against the idea of the introduction of zero corporal punishment school policy in their schools as this would bring about some disciplinary problems in their schools.

What problems are brought by zero corporal punishment in schools?

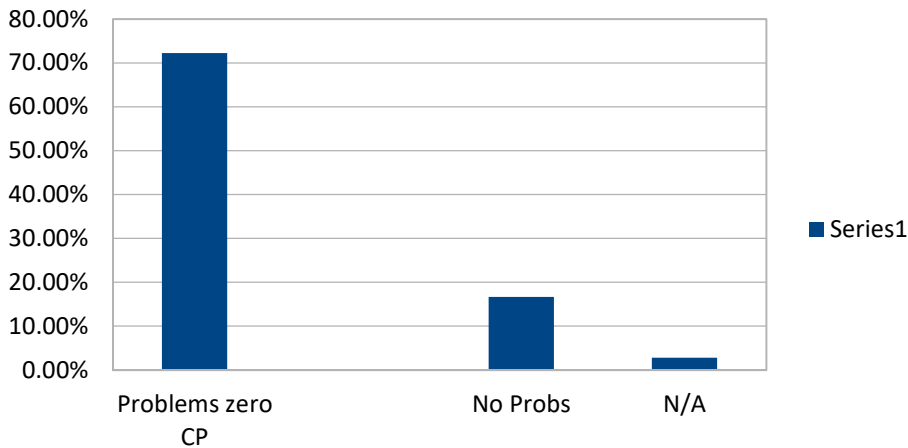


FIGURE 4.18: RESPONSES ON PROBLEMS OF ZERO CORPORAL PUNISHMENT

72.2% said there are some problems brought by zero corporal punishment. The problems highlighted by the teachers include: gross indiscipline, fighting, lack of respect, complacency, misbehaviour, underperformance, insubordination, disruption of learning activities, bullying, stealing, viewing of pornographic material, bunking of lessons and vandalism of school property. While 16.7% said there are no problems and they cite these reasons: pupils need to be talked to, or they need to have some guidance and counselling lessons as part of the curriculum. The introduction of Counsellors in schools who will be able to deal with extreme cases of indiscipline and give some proper guidance. Psychologists should be introduced through the schools psychological services so as to facilitate the smooth operation of the school environment. 2.8% said this is not applicable to their school since it does not have corporal punishment in the school systems of operation.

What situation do you consider proper to use corporal punishment?

Fighting in the school premises, bunking of lessons, use of vulgar language in the school premises, stealing, viewing pornographic material, disruption of lessons, bullying, fighting, vandalism of school property, gross indiscipline, graffiti, smoking, alcohol and drug abuse, sexual abuse, insubordination and lack of respect are the reasons given by the respondents as situations which can warrant the use of corporal punishment. This was 72.2% of the teachers who stated the situations which they considered as proper for corporal punishment in a school set up on pupils. The other 16.7% did not support the use of corporal punishment as they saw it as a violation of the pupils rights, they saw it as torture as it infringed their freedom of association with other pupils freely in an environment which does not treat them as animals or lesser than human beings. So they supported the point of mutual understanding through negotiation and removal of privileges. The other 2.8% were not affected as the area of research did not affect their set up because they do not have corporal punishment at their institution. These are from Chisipite Senior School.

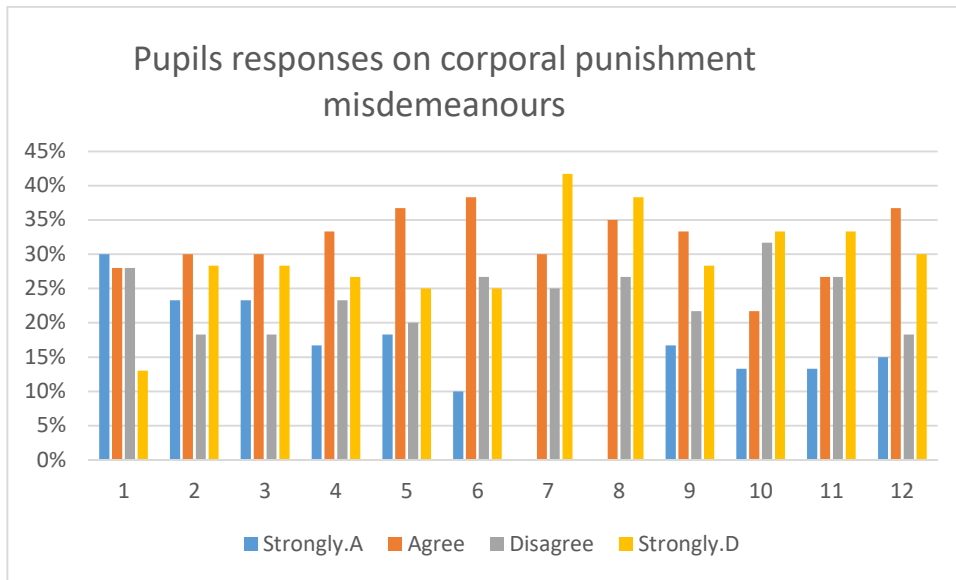


FIGURE 4.19: PUPILS' RESPONSES

Discussion of the findings from the above bar graph

The bar graph is a composite one which shows all the details from question 1 to 12. 30% of the students strongly agreed that since the banning of corporal punishment learners are not prepared to write tests on a regular basis, while 28% agreed that since the banning of corporal punishment learners are not prepared to write tests. On the other hand 28% disagreed with the above assertion and 13% strongly disagreed that since the banning of corporal punishment learners are not prepared to write tests on a regular basis. Learners have less respect for teachers 23.3% strongly agreed while 30% agreed that learners have less respect for teachers. 18.3% disagreed while 28.3% strongly disagreed. 23.3% strongly agreed that students steal more property, 30% agreed while 18.3% and 28.3% disagreed and strongly disagreed respectively. Learners damage school property regularly 16.7% and 33.3% strongly agreed and agreed while 23.3% and 26.6% disagreed and strongly disagreed respectively. Learners fight among themselves regularly, 18.3% and 36.7% strongly agreed and agreed respectively while 20% and 25% disagreed and strongly disagreed that learners fight among themselves regularly at school since the abolishment of corporal punishment. Students disobey prefects, 10% and 38.3% strongly agreed and agreed that students disobey prefects at school, 26.7% and 25% disagreed and

strongly agreed respectively. Learners smoke in toilets 0.03% and 30% strongly agreed and agreed while 25% and 41.7% disagreed and strongly disagreed respectively. Learners drink alcohol at school frequently, 0% and 35% strongly agreed and agreed while 26.7% and 38.3% disagreed and strongly agreed respectively. On students have truancy or stay away from school, 16.7% and 33.3% strongly agreed and agreed respectively while 21.7% disagreed and 28.3% strongly disagreed with the assertion on truancy. Students do drugs often, 13.3% strongly agreed and 21.7% agreed while 31.7% and 33.3% disagreed and strongly disagreed that students do drugs often. On students are involved in sexual abuse more often, 13.3% strongly agreed, 26.7% agreed while 26.7% disagreed and 33.3% strongly disagreed that students are more involved in sexual abuse more since the abolishment of corporal punishment. Learners (females) fall pregnant often, 15% strongly agreed 36.7% agreed while 18.3% disagreed and a further 30% strongly disagreed that learners' fall pregnant often. One can say that from the given statistic figures it has been proven that pupils fall pregnant often than before.

4.2 Interpretation Discussion and analysis of Data

Learners dislike corporal punishment

Generally the data presented above shows that learners dislike corporal punishment. It is in line with the constitutional ban which gives them the confidence in the policy environment at school and the general schooling system. The data shows that students subjected to corporal punishment are less motivated toward learning than those who are encouraged and not corporally punished. Students who are corporally punished and discouraged hesitate to actively participate in classroom activities. Teachers and school heads see it as important to employ moderate corporal punishment or some form of control that governs learner behavior. This contradicts with the tradition and religion. Gershoff (2002), whose meta-analysis supports this assertion, said that there is immediate compliance (child stops the behavior), moral internalization (child learns the intended lesson), and quality of relationship between parent and child.

Ideological gap between students and educators/parents

The research reveals that there is now a general ideological gap between the students and educators/guardians concerning corporal punishment. Modernity and post- modernity have presented the students and teachers with paradoxical differences, differences acknowledged by philosophers like Kant who saw the world as two dimensional and made up of opposites. There should also be maintenance of cultural patterns so as to cement the relations between the school and the society as shown by the responses of teachers and school heads. This is in line with the Attribution theory which suggests that children should be subjected to a minimal measure of corporal punishment so as to conform to cultural standards. More so the legal fraternity should be framed in tandem with the global trends. For example the use of guidance and counselling sessions which ensure that the use of corporal punishment is minimized and stopped right away as the law now says. New constitution of 2013 stipulated that no child should be harmed. Pupils may have relaxed and decided not to take care of their school work as well as their behavior due to the abolishment of corporal punishment. To counter this Lepper (1983) suggested that parents and guardians should employ minimal corporal punishment or physical force on children so as to make them prosocial while on the other hand, (Grolnick etal, 1997) postulate that when a child is exposed to corporal punishment, or physical violence they tend to have external attributions, a notion that stops them from learning to make decisions for themselves in life and the lack of intrinsic motivation. Balogun (2009) suggested that corporal punishment may deter potential criminals or offenders from deviance in the future. Balogun further argues that corporal punishment has long term effects on learner behavior, not just for one, but for the whole group.

4.3 Summary

The chapter looked at data presentation, analysis and interpretation. The data collected was presented in the form of bar graphs, pie charts, line graphs, doughnuts, a histogram and tables. The data shows that most teachers and heads are for the use of moderate corporal punishment. Pupils also show the same sentiments though some do not agree with the above. The next chapter focuses on summary conclusions and recommendations of the study.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the summary of the whole research, gives conclusions and then recommendations on dealing with corporal punishment in schools in Zimbabwe. This chapter makes the ideas in the whole work more understandable and clear, showing how the ideas debated in the whole research come together and make sense. The first part gives a summary, the second gives the conclusions and then the recommendations come last.

5.1 Summary

This research has explored the effect of the abolishment of corporal punishment on learner behaviour. The first chapter of the study gave a history of corporal punishment in Zimbabwe and abroad, giving particular attention to the legislative environment within which corporal punishment and its ideology (ies) existed. The contemporary legal system was also analysed and discussed in the first chapter, showing how corporal punishment was abolished in 2013 after decades of debate and misunderstanding of the law (application and formulation). This is shown, in light of the rich background, then showed the research questions, purpose and significance of the study and the limitations and delimitations of the research.

Furthermore literature review gave a synopsis of the rich literature surrounding the concept of corporal punishment, focusing mainly on the theoretical basis of the concept. A number of theories, though not exhaustive, were discussed including the deterrent theory, retributive theory, social learning theory, social control theory and the attribution theory in order to understand in deeper detail the causes, justification, impacts, acceptability and existence of corporal punishment, both within and without the schooling system.

The researcher also provided space for the discussion of the methods and methodologies used in carrying out and designing the research. Mixed methods were used in order to provide a detailed analysis of the impacts of the abolishment of corporal punishment to the schooling system and learner behaviour. The population, which included a number of schools in Harare, sample and research instruments were discussed and justified. The data collection and analysis methods and procedures were also discussed.

Data were presented and analysed, showing the diverse responses of the research participants in a graphic manner and then giving analyses for each presented graph or table. The overall meaning and researcher's conclusions were shown for the data collected.

As well as giving a summary of the whole research, this last chapter contains a deep analytical overview (conclusion) of the work done, showing what the researcher perceived from the discussion both in the discussion and analysis section and from the literature reviewed. Chapter four showed the overall results of the research and gave recommendations to policy and grassroots/programmatic levels.

5.2 Conclusions

Basing on the findings in this research, the banning of corporal punishment has negative effects on the behaviour of pupils. This came about from the responses by both the teachers and school heads. These

views are reinforced by a generation (of teachers and school heads) who grew up in a socio-legal environment that not only condoned but glorified corporal punishment as a panacea to behavioural problems. The data collected from the six schools in the study show that most school heads and educators, though voicing some caution, are in favour of ‘controlled and meaningful’ corporal punishment which keeps children in line without making them anti-social or demoralised. The majority of educators believe

that they have to maintain some form of control over students through corporal punishment. However, most of them also voiced that corporal punishment should only be applied after alternative means of discipline (manual work [as punishment], counselling etc.) have been employed and failed. Corporal punishment should therefore be a last resort.

On the other hand, data collected from students’ show that they are not in favour of corporal punishment and welcome the ban on it. This, I content, is linked to larger forces of postmodernity, globalisation, the technological turn and universal human rights; principles that have taken root in contemporary society that pitch each individual on his own. Because of the generational gap between policy makers, administrators and educators on the one hand, and students on the other makes the negotiation of policy and implementation on corporal punishment the more difficult. The embracing and advocacy of exclusive liberties for the technological generation has pitched them against the ‘ruling’ generation, a paradoxical situation that has left them as uncultured and disrespectful to tradition, has also led to a new form of culture that is more multicultural and global to the extent that corporal punishment is regarded as inconceivable. However, this has caused some form of licentiousness, especially among students whose focus is divided.

5.2 Recommendations in the research and how these they can be

Introduction

This part sought to give some gaps found in the research and how they can be solved. In this regard the researcher found some solutions to be used instead of using corporal punishment as a disciplinary measure. This can actually stem from the teacher training colleges as well as the awareness campaigns which the stakeholders can have to ensure that there is smooth implementation of these strategies without the use of corporal punishment in the school. The school should be a place where pupils will feel safe when it comes to learning and this is only achievable if this works in tandem with the current policies with regards to discipline.

- Corporal punishment should be reinstated into the Zimbabwean codified law but with a strong backing policy environment that is clear from the school as a unit, the district office, the provincial office and the ministries of education.
- The policies on corporal punishment should also be accessible to the general community where the students and educators hail from. Both horizontal (two way communication media-internet, WhatsApp, blogs etc.) and vertical media (TV, radio, newspapers etc.) should be utilised to conscientise society in clear terms about policy on corporal punishment.
- Teacher training and education programs that emphasise the adverse effects of corporal punishment and encourage the use of counselling sessions and guidance and counselling.
- Teachers need support to ensure that they are well acquainted with the ministry guidelines and regulations as well as the acts of misconducts through staff developments and in-service training. The schools psychological services should also aid the teachers to ensure that the other disciplinary techniques are effectively used for a better school environment to be achieved

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Appendices