

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

AN INVESTIGATION INTO THE IMPACT OF THE LEGAL ABOLITION OF
CORPORAL PUNISHMENT ON THE TEACHING AND LEARNING
ENVIRONMENT IN SECONDARY SCHOOLS. A CASE OF THREE SCHOOLS
IN MARONDERA URBAN DISTRICT.

SUBMITTED BY
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REG NUMBER R136136Q

IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF BACHELOR OF
EDUCATION HONOURS DEGREE IN HISTORY

GWERU, ZIMBABWE

JUNE 2017

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

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NAME OF AUTHOR	CHINOMONA GRACE.A.
TITLE OF DISSERTATION	AN INVESTIGATION INTO THE IMPACT OF THE LEGAL ABOLITION OF CORPORAL PUNISHMENT ON THE TEACHING AND LEARNING ENVIRONMENT IN SECONDARY SCHOOLS.A CASE OF THREE SCHOOLS IN MARONDERA URBAN DISTRICT.
DEGREE PROGRAMME	BACHELOR OF EDUCATION HONOURS DEGREE IN HISTORY.
YEAR OF AWARD	2017

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This serves to confirm that the undersigned has read and recommended to the Midlands State University for acceptance of a dissertation titled: **An investigation into the impact of the legal abolition of corporal punishment on the teaching and learning environment in secondary schools. A case of three schools in Marondera urban district.**

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I, Chinomona Grace. A, declare that the project is an original work and confirm that it has not been submitted to this or any other university or institution in support of an application for any other qualification.

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Witness\Supervisor..... Date.....

DEDICATION

To my loving and caring husband ,Stephen Mangwiro, kids- Chiedza and Tyler, brothers- Blessing and Hebert Chinomona, my late mom Josephine Chinomona, grandmom- Martha Chinomona, my late grandfather-Phineas Chinomona and my in-law-Evelyn Mangwiro

ACKNOWLEDGEMENTS

I would like to acknowledge the assistance, support and guidance from numerous individuals during the course of the study.

First and foremost I would like to thank God Almighty for the guidance and protection he rendered to me during the period I have been at the Midlands State University.

My sincere gratitude goes to my supervisor, Professor E. Mangwaya for tirelessly guiding, supporting and inspiring me in shaping this research project. I would also like to acknowledge the anonymous school heads, teachers and pupils in Marondera District for their cooperation during the study. I am also obliged to the Midlands State University staff members in the Faculty of Education for without their support this study would not have been a success. Special thanks go to my friends Tsitsi Jingura and Elisha Chole for their continued support in all circles of the University academic life. Sincere appreciation is also extended to my husband, Stephen Mangwiro, the Chinomona and Mangwiro families for their tireless emotional, physical and financial support during the course of the study.

Finally I would like to thank my kids Chiedza and Tyler Mangwiro and husband, Stephen Mangwiro for enduring the pain of separating from a loved one for such long.

To all, be abundantly blessed by the Almighty, God.

ABSTRACT

Recently, corporal punishment has been legally abolished in Zimbabwean schools as well as in other various countries surrounding the world. This is in keeping with the international inclinations of being on familiar terms with the rights of the child specified in the Convention of the Rights of the Child and the Zimbabwean constitution at large. There are laws and regulations in Zimbabwean schools that forbid teachers from administering corporal punishment to learners. However, despite this move to legally abolish corporal punishment in schools, the media and limited research indicates that corporal punishment is still being used as a disciplinary method in Zimbabwean schools. Matope and Mugodzwa (2011) suggest that corporal punishment is still prevalent in Zimbabwean schools. In light of the above, this research was conducted to explore impact of the legal abolition of corporal punishment on the teaching and learning environment in secondary schools. The descriptive survey design was employed in the study and the sample was made up of 3 school heads, 3 heads of the guidance and counseling department, 6 guidance and counseling teachers and 75 ordinary level pupils. These were selected using convenient sampling, purposive sampling, simple random sampling and stratified random sampling. Of the eight schools in the Marondera urban district, 3 made up the sample and were conveniently selected. Personally distributed questionnaires, personal interviews and document analysis schedule were the instruments used to collect data. The gathered data was presented using graphs, pie charts and frequency tables. Comparative and thematic analysis of data followed the data presentation. The study found out that the legal abolition of corporal punishment in secondary schools pose a threat to the teaching and learning environment. Both teachers and pupils are not in agreement with the decision that was taken by the Zimbabwean government to legally abolish corporal punishment in schools. They attribute the lack of discipline amongst learners in secondary schools to this decision. As such the study recommends that teachers and pupils be made aware of the evils of corporal punishment. The study also recommends that pupils be made aware of the legal abolition of corporal punishment. The Ministry of primary and secondary education should come out with effective strategies, educate teachers on these strategies and make follow ups to ensure that school heads and teachers adopt a democratic and professional conduct in their interaction with students.

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CHAPTER ONE: THE RESEARCH PROBLEM

1.0 Introduction

This chapter provides an overview of the research by giving a detailed background of to the study. The chapter went on to spell out the statement of the problem, outline the research questions and highlight the beneficiaries of the research under the significance of the research section. The conceptual and physical barriers were discussed under the delimitations of the study. The chapter also included the limitations of the study so as to iron out the challenges faced by the researcher as well as the ways of mitigating them. To understand the researcher's line of argument, terms central to the research were defined in this chapter.

1.1 Background to the study.

The practice of corporal punishment has recently exploded criticism and strong discussion locally, regionally and internationally from parents, educationists and other various groups. There seem to have emerged two schools of thought with one school advocating for the implementation of corporal punishment whilst the other strongly supports its prohibition in all spheres of life. As such there has been a world- wide campaign aimed at ending the use of corporal punishment on children. This came as a result of an initiative by United Nations Convention on the rights of the child which the General Assembly of the United Nations adopted in 1989. This convention has been ratified by almost every nation in the world with its nineteenth article stipulating that state parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation including being sexually abused while in the care of parents, legal guardians or any other person who has the care of the child (The United Nations ,2005).Furthermore, the Committee on the rights of the child was established to make sure that all countries which have ratified the Convention on the Rights of the Child adhere t its principles and has advocated for positive democratic child rearing and educational practices. Numerous campaigns have been witnessed calling out for the abolition of corporal punishment on children with influence from the United Nations“ Convention on the Rights of the Child. Non-governmental organizations also took part in influencing the world to end corporal punishment on children. A good example is that of the Save a child organization whose programs are rights oriented and seeks an end to all forms corporal punishment on children. They believe that children should also be treated in the same

way as adults (International save the children alliance). The year 2001 witnessed a global initiative to end all corporal punishment of children with a purpose of campaigning for the veto of corporal punishment in schools and at home. In Zimbabwe, corporal punishment has since been banned and the constitution states that no person may be subjected to physical or psychological torture or to cruel, inhuman or degrading treatment or punishment. Thus children should enjoy equal protection as adults hence the right to protection from all forms of maltreatment and abuse. The statutory instrument 1 of 2000 provides laws and regulations within schools that forbid teachers to use corporal punishment (Constitution of Zimbabwe, 2000).

However, despite the growing agreement that corporal punishment breaches the essential rights of children some communities in Zimbabwe including in schools continue to use corporal punishment on children as a disciplinary measure. The belief that physical punishment is a necessary and effective way of disciplining children has become deep-rooted and uncritically accepted in most traditions and is used as a defense for the kind of corrective measure in society and schools. According to Montgomery (2009), in societies where physical punishment is used it is not perceived as simply a method of disciplining children but rather as being linked to wider philosophies of socialization and ideas about the right relationship between people. Therefore, parents and teachers who were physically abused during their childhood are supports corporal punishment more than those who were not (Poole et al, 2003).

As such, the research attempts to investigate the impact of the legal abolition of corporal punishment on the teaching and learning environment in secondary schools.

1.2 Statement of the problem

Ever since the legal abolition of corporal punishment, a sense of despair has ravaged the teaching and learning environment. Both teachers and pupils consider corporal punishment as the best method of dealing with indiscipline in schools as they are not fully aware of the negative effects the method can have on pupils. They tend to ignore other strategies that may help reduce indiscipline in schools as they consider them ineffective. This study investigates the impact of the abolition of corporal punishment with a view to suggesting interventions schools can use to create safe teaching and learning environments for learners.

1.3 Research questions

- What are the effects of corporal punishment on secondary school learners?
- What is the impact of the abolition of corporal punishment on the teaching and learning environment in secondary schools?

- What other strategies can be used in dealing with learner delinquency apart from corporal punishment?

1.4 Significance of the study

The research was largely important to the researcher, learners, teachers, administrators and the Ministry of Primary and Secondary Education at large. The research benefited the researcher as a training teacher to gain knowledge regarding the effects of corporal punishment and the other strategies that can be used to curb indiscipline in schools. The researcher was allowed an opportunity to get into the world of educational research and problems to explore the challenges being faced by teachers, learners and administrators as a result of the legal abolition of corporal punishment. This research was also meant to inform classroom practitioners and administrators at various schools of the negative effects of corporal punishment and the democratic approaches that will help in dealing with learner misconduct rather than resorting to the use of corporal punishment which has since been abolished. Learners also benefited from the research as they became aware of the effects of corporal punishment on them as learners, the legal abolition of corporal punishment and its impact on their learning environment. The research was also meant to inform stakeholders on the impact of the legal abolition of corporal punishment in secondary schools. The research will also contribute to the existing body of knowledge.

1.5 Delimitations

The study was carried out in Marondera urban with a focus on secondary schools. Three secondary schools in Marondera urban were included in the study. The district is located in the Mashonaland East Province of Zimbabwe. The study focused on the impact of the abolition of corporal punishment on the teaching and learning environment in schools. The study was carried from August 2016 to May 2017. Form three and four students, heads of the guidance and counselling department, guidance and counselling teachers as well as heads of the selected schools made up the sample.

1.6 Limitations of the study.

- Time constraints –the researcher faced very serious time constraints as she needed to strike a balance between other modules and the research. Progress was derailed as the researcher needed time to do other assignments and attend lectures. To circumvent the time problem, the researcher had to work on the research during free time, weekends, semester break and vacation.
- Financial constraints-funds were needed especially in the preparation of instruments and the collection of data. The researcher travelled to Marondera to collect data hence travelling costs. Amidst this problem, the researcher had to use computers in the University library to type the whole project and instruments and looked for the cheapest points to print and photocopy. The researcher also did the research at schools that were near her home to avoid further travelling expenses as the researcher had already travelled from Gweru to Marondera for the purpose of collecting data.
- Attitudinal changes- Teachers changed their attitude during interviews as the study seemed sensitive. They were not free to air out their views concerning the impact of the legal abolition of corporal punishment in their schools hence they changed their attitude towards the research at some point and time. Pupils also displayed a negative attitude as they were afraid of giving the needed information suspecting that their teachers might get to know about it. The researcher had to deal with the limitation by informing these respondents that they were not to face any harm as a result of the research as their names were not included and the purpose of the study was repeatedly explained to the respondents by the researcher. The respondents thus ended up keeping a constant positive attitude towards the research.

1.7 Definitions of key terms

Legal abolition

According to Shaikhmag, Assan and Loatte, abolition refers to the act of doing away with a practice totally. They further argue that it is the act of making a practice non- existent, wholly ineffective or inactive. Thus in this study legal abolition refers to the act of totally doing away with a practice in a lawful manner.

Corporal punishment

The human rights law defines corporal punishment as any punishment in which physical force is used and intended to cause some degree of pain and discomfort (Corporal punishment, 2011). Stratus and Donnelly (2005) argue that corporal punishment implies the use of force with an intention of inflicting pain on an individual and not to hurt the person but with the aim of doing away with undesirable behaviour. It can be deduced from the given definitions that corporal punishment is the use of force targeted at causing pain in the name of attempting to achieve a desired behaviour.

Teaching

Cowley (2011) defines teaching as the process of attending to people's needs, experiences and feelings and making specific interventions to help them learn particular things. Teaching therefore involves giving instructions to and guiding individuals.

Learning

Learning is a step by step process which an individual experiences permanent lasting changes in knowledge, behaviours or ways of processing the world (Carpel et al, 2013). Taking from the definition it can be deduced that learning is the process of gaining knowledge.

Secondary school

According to Coe (2014), a secondary school is also known as a high school and usually provides instruction for students during the period from ages 11 to 18.

Indiscipline

It is the inability to follow rules and regulations of an institution (Zubaidia, 2009).

Indiscipline in school is thus non-conformity to school rules.

1.8 Summary

This chapter provided the background to the study highlighting what triggered the researcher to have interest in the topic. The statement of the problem was also outline in the chapter. Certain specific research questions which the researcher sought to answer were part of the chapter and these were based on the effects of corporal punishment on secondary school learners, the impact of the abolition of corporal punishment on both the teaching environment as well as on

the alternatives to corporal punishment. Those sought to benefit from the study were identified and amongst these were the researcher herself, learners, and teachers, administrators and the Ministry of Primary and Secondary Education. The chapter also outlined the delimitations of the study focusing on both the physical and conceptual ones. The researcher did not easily conduct the study especially on the data collection stage hence the inclusion of the limitations of the study in the chapter and these ranged from time constraints, financial constraints and attitudinal changes. The key terms that were of great importance to the study were defined for the sake of understanding the researcher's line of argument. These encompassed words like corporal punishment indiscipline, teaching, and learning among others. The next chapter reviewed the literature of works and researches done prior to this research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

Corporal punishment has been present in schools for quite a long time but it was eventually eradicated in various countries. As such, researches have been carried out and texts have been written and published to explore the impact of the abolition of corporal punishment. This chapter is therefore meant to find out what has been uncovered by various authors concerning the issue of corporal punishment in schools. The chapter explored the effects of corporal punishment in schools, the impact of its abolition as well as alternatives to corporal punishment.

2.1 The legal abolition of corporal punishment.

In the United Kingdom corporal punishment had been in existence for a long period of time. Historically, corporal punishment was justified through the popular doctrine of *loco parentis* which gave teachers the right to punish pupils as they were also considered parents who took care of the pupils in the absence of their parents (Greydenus, 2003). It was only in 1993 that the use of corporal punishment in schools came to be questioned by the European Human Rights Court (Adam, 1993). This did not yield any immediate results as corporal punishment continued to be administered in schools. However, corporal punishment was eventually abolished in the United Kingdom though it was not a once and for all process, the process was rather episodic with state funded schools leading the move. The non-state funded private and public schools later followed suit thus bringing an end to the evil practice of corporal punishment in schools. This ban was not embraced with easy, parents, stakeholders, pupils and teachers were not happy about this move (BBC News, 2008). However, the National Union of Teachers was not in a position to support teachers who supported corporal punishment.

In South Africa corporal punishment existed for long before its ban. The education system used to be both authoritarian and discriminatory. In Afrikaans speaking schools boys and girls were subjected to corporal punishment, unlike in English speaking schools where the fate only fell on boys (Morrel, 2006). Kubeka (2004) is of the view that by then teachers believed that corporal punishment was the best possible means for solving issues of indiscipline in schools.

The issue of corporal punishment came to be questioned in the 1980s when students started to demand its end through their organizations (Department of Education, 2002). In

1996 corporal punishment was legally done away with in South Africa. However, this idea did not auger well with teachers as they continued to use it as a disciplinary measure (Morrel, 2006). Morrel also argues that some changes have been noticed though corporal punishment is now used less frequently in South African schools.

Zimbabwe has experienced the same scenario as South Africa going through an impressive and highly discriminatory education system. Corporal punishment did not end with colonialism, it persisted even in pre-colonial Zimbabwe (Zindi, 1997). In 2004 slight changes were made as corporal punishment became restricted to only school heads and their deputies as argued by Mufaro (2014). In 2011 the Zimbabwean government agreed with the recommendations to end corporal punishment and in 2013 the constitution appeared to be going towards ending corporal punishment although it continued to be administered in schools. In 2015 Justice Muremba in court argued that corporal punishment was unconstitutional though her argument did not yield quick results (Nemukuyu, 2015). It was in 2017 in March when Justice Mangola ruled that corporal punishment was against law that it was totally done away with in schools (Laiton, 2017). However, the media and some limited research show that this move do not auger well with teachers especially as evidenced by the continued use of corporal punishment in schools.

2.2. The effects of corporal punishment on secondary school learners.

Most research knowledge about the impact of corporal punishment on child development strongly goes against its use. Research reveals that the implementation of corporal punishment is usually related to poor mental health in children and youth including anxiety, depression and unhappiness as well as particular hopelessness feelings. According to McMillan (1999) there is correlation between the frequency of corporal punishment and the lifetime prevalence of other psychiatric disorders. The association is perceived to be weak for major depression and anxiety and stronger for alcohol abuse and dependence as well as externalizing problems. Csobar et al (2001) asserts that punishment is a predictor of depression, unhappiness and feelings of hopelessness in children.

Research also shows that poor mental health persists into adulthood. The American study of adults revealed that the frequency of corporal punishment experienced during childhood predicted depressive symptoms in adulthood. There is need therefore for teachers to reconsider the emotional impact of corporal punishment.

Not only does corporal punishment leads to poor mental health but rather have a bearing on the learners' social relationship with caregivers such as teachers. Coyl et al (2002) are of the view that the child's emotional response to being physically punished contributes to the damage of this relationship through the fear, anxiety, anger and insecurity that can be generated by corporal punishment. Similarly Horgan (2002) in his preliminary surveys of children in the United Kingdom revealed that many children feel hurt, afraid and unloved when they are stuck. In agreement with other researches the Harvard Mental Health letter (2002) alleges that studies show that children who are spanked have less trusting affectionate relationships with their caregivers and feel less guilty about misbehaviour as opposed to being caught. This is a clear indication that corporal punishment damages children and learners' social relationship with caregivers with the teachers included and this bears negatively on the teaching and learning environment.

Research also shows that physically punished children are less likely to internalize moral values than those who are not punished in the same manner. According to Lopez et al (2001) corporal punishment is associated with low levels of resistance, temptation, empathy and moral judgment. As such corporal punishment as argued by Tharps (2003) does not promote lessons about right and wrong but rather emphasizes fear and violence. Similarly, Gershoff

(2002) states that the child's motivation to internalize the intended values may be impaired due to the parent-child relationship associated with corporal punishment. The Harvard Mental Health Letter (2002) pose the same view as it purports that after the infliction of corporal punishment children feel pain ,anger and fear that result in them ignoring disciplinary messages and resent the caregiver instead. Some may lose their incentive to internalize social values and develop self-control. It is also emphasized in the Health Letter that although children comply immediately they are left hurt and tend to think about their grievance only. Research also shows that corporal punishment leads to the physical harm of learners. The Asian United Nations International Children's Fund report of 2001 has it that children's eardrums have burst as a result of being boxed. Minor injuries such as bruising and swelling are also recorded together with more severe ones encompassing large cuts and broken fingers. Hickman (2008) agrees with this notion as he argues that there is always the risk of physical harm and the more often corporal punishment is used the more likely it is to cause extreme forms of violence.

In Zimbabwe deaths of children caused by corporal punishment have been recorded. Rupapa (2015) reported in the Herald newspaper that a school headmistress at Domboramwari secondary school in Epworth hit a pupil to death. Shaikhmag, Assan and Loate (2015) also

argue that corporal punishment does not result in long term behavioural change but rather carries lasting scars on learners and must be banned in schools as it violates physical integrity, human rights and human dignity. They further assert that violent punishment only helps to instil pain, stress and anxiety on learners. In South Africa, a child tragically died as a consequence of the physical complications that resulted from the administration of corporal punishment by the school principal (This Day, 2004). It is clear that corporal punishment is tantamount to severe harm which can even amount to death, as such the practice has to be done away with completely.

Bower Rusa et al (2001) propounds those children who received corporal punishment as children tend to grow up to believe that their experiences were normal and non-abusive. Greydanus et al (2003) supports this view as they say that children who have been subjected to violence are more likely to use violence in their own families later in life. Furthermore, Straus and Yodanis (1996) indicate that adolescents who experience frequent corporal punishment are at the risk of assaulting spouses in later life.

The United Nations International Children's Fund Asian report (2001) maintains that corporal punishment reinforces uncertainty as well as an identity of failure, it reinforces rebellion, resistance, revenge, and resentment. The use of corporal punishment reinforces the notion that if negotiation fail then try what force can and this can be transferred from generation to generation. Hyman (1990) is of the view that corporal punishment experiences in schools is a significantly traumatic for children and the symptoms experienced as a result are comparable to those of Post-Traumatic Stress Disorder. Post -traumatic stress has been termed Educator induced post- traumatic stress disorder and it explores a child's reaction to traumatic stress in the learning environment. It is further argued that learners who are physically punished are aggressive, avoid school, change personality, change personality and have sleep disorders.

Hence corporal punishment is not ideal.

Straus (2003) reports that corporal punishment affect learners' cognitive development. It is also related to lower economic and occupational achievement in the later life. He also says that corporal punishment decreases a child's motivation and increases anxiety thus leading to poor ability to concentrate. Children will consider the school to be an unsafe haven and might tend to avoid school. Marais and Meier (2010) argue that corporal punishment tends to place emphasis on rules and mandates which though vital are not sufficient. Thus children's self-esteem is greatly weakened.

The literature given clearly indicates that corporal punishment is not a necessary measure thus there is a need for educators to revisit their thoughts regarding the use of corporal punishment.

However, the other group of scholars argues that societies in the world are mostly patriarchal in nature and the ideology of patriarchy thrives on both the threat of force and its actual use (Bryson 2014). Spencer and Spencer (2001) argue that corporal punishment is an integral part of the process used by schools to achieve their fundamental objectives, including the development and moulding of a productive and loyal future citizen of Zimbabwe. Advocates for corporal punishment in schools argue that it provides a quick response such that the student is immediately in the classroom to learn rather than suspension which rather gives a holiday for offenders.

Other scholars view corporal punishment as an important form of discipline which may be used in conjunction with other forms of discipline. Holden (2002) argues that corporal punishment might occur after other kinds of punishment have failed to work and might also serve to back up other parenting techniques. This is supported by Peters (1980) who maintains that of all the forms of punishment in schools, the cane would be helpful if it is used just after misbehaviour to ensure that students understand why the act is forbidden. Baumrind et al (2002) are of a similar view as they postulate that corporal punishment might also serve a short term parenting technique meant to do away with children's non-compliance so that other disciplinary techniques may be made use of in the long run. This clearly shows that there is a disagreement amongst researchers concerning the harmful effects of corporal punishment.

In Zimbabwe some societies believe that discipline can only be attained through the implementation of corporal punishment. Advocate Thabani Mpofo supported the use of corporal punishment in schools arguing that the caning of children whether in schools or at home was for the good of the children. He said, "To a child in the school it means being provided with an opportunity to represent others in courts, that has been the exact effect of caning on present counsel and many others. It must be celebrated." (Nemukuyu, 2015). The advocate's argument was that future the future success of learners lies in the can thus the rod should not be spared. This shows that some people still support corporal punishment despite its negative effects on learners.

2.3 The impact of the legal abolition of corporal punishment.

2.3.1 The impact of the legal abolition of corporal punishment on the learning environment.

Advocates for corporal punishment argue that the ever growing disregard for authority among children and youths are a result of the ban on corporal punishment both at school and home. Shaikhmag et al (2015) argue that this is tantamount to teacher becoming frustrated with the learner hence the belief that if used properly corporal punishment can help in dealing with serious offences in schools. They also argue that the situation in South African schools demonstrates a lack of discipline among high school learners and this can be attributed to the abolition of corporal punishment in schools. Alam and Farid (2012) allege that failure by teachers to control their classes can lead to demotivation. This in turn leads to poor learning as the teachers who are supposed to guide the learners in the process are demotivated. This indicates that the ban of corporal punishment has led to ineffective learning in schools.

Reports from the Teachers' Union of Zimbabwe indicated that indiscipline cases have risen since the abolition of corporal punishment (Mufaro, 2014). Amongst the indiscipline cases received were widespread bullying, rape, sexual escapades, late coming for school, drug abuse and lack of respect for teacher. Similarly, Assan (2014) argues that learner indiscipline might have escalated since the abolition of corporal punishment. In a study in South Africa Masitsa (2008) found out that learners were not sufficiently disciplined and among other offences they were guilty of stealing other learners' property, vandalizing school property, stealing school property and also fighting amongst themselves. Such behaviour can hinder the learning process since teachers may become demotivated.

In support of this view Shepherd (2012) suggests that children's behaviour has grown considerably worse since the abolition of corporal punishment. Stealing other learners' property, vandalizing school property and fighting amongst themselves are some of the offences recorded by various researchers. The North Western province principals in South Africa pointed out that bullying, assault, fighting among learners were the most common types of misconduct in schools (Assan, 2014). Rossouw (2007) carried out a study on the effects of learner misconduct on teaching commitment suggest that learners who deliberately interrupt teachers through disruptive behaviour was a single most prominent type of misconduct mentioned by School Heads.

Studies in the United Kingdom suggest that the ban of corporal punishment led to anarchy and chaos in schools as well as poor educational standards. Farrel (2007) alleges that the perceived collapse of discipline in schools has resulted in parents sending their teens abroad for studies especially in Africa and the Caribbean where stricter discipline measures like corporal punishment were perceived to be present. A study in 2011 revealed that 19% of students in the United Kingdom favoured the reinstatement of corporal punishment. Therefore corporal punishment is still perceived to have a place in the education system.

Furthermore, Moyo et al (2014) argue that lack of effective alternatives to corporal punishment may further enhance misdemeanors among learners. The misconduct by learners is equivalent to the teacher becoming aggravated hence the perception that if used properly corporal punishment can be useful in attaining discipline for serious offences. As suggested by Masitsa (2008) the measure needs constant monitoring to ensure that it is administered in the rightful manner.

However, the abolition of corporal punishment is seen by other researchers as a blessing for the learners. According to Patterson (1982), corporal punishment adopted by schools led to anti-social behaviour, contributed to academic failure and social rejection of some pupils. These conditions further reduced self-esteem and the likelihood of delinquency. The abolition of corporal punishment alleviated the aforesaid cases thus making the abolition of corporal punishment a viable move.

2.3.2 The impact of the legal abolition of corporal punishment on the teaching environment.

Naong (2007) argues that transformation fatigue seem to have been plaguing the teaching profession in the recent past since the abolition of corporal punishment and the assumed lack of discipline in schools. Research shows that there are still acts of corporal punishment being used by teachers despite its abolition. A study by Matope and Mugodzwa (2011) indicated the prevalence of corporal punishment in Zimbabwean schools. In South Africa there are reported incidents of the continued use of corporal punishment by teachers and this according to Naong (2007) indicates non-compliance with the rule laid down in the South African schools Act of 1996. Research by Morrel (2006) indicates that corporal punishment is still widely used in township schools and more frequently on African male students. Corpun (2007) also observed that the use of corporal punishment is prevalent in modern day schools, although its use has

decreased significantly. The Progressive teachers' union of Zimbabwe received reports of cases of indiscipline by various teachers who believe that schools have been turned into jungles since the abolition of corporal punishment (Mufaro, 2014). This clearly indicates that the legal abolition of corporal punishment in schools is proving uneasy for teachers.

Research in South Africa revealed that teachers were not happy about the abolition of corporal punishment. Teachers are demoralized, unhappy and exhausted. In support of this view, Naong (2007) reported that the current status of teaching in South Africa is characterized by extremely trying conditions such as declining morale and intentions to leave the profession. Amongst the reasons of their unhappy conditions is lack of student discipline. Legotlo, Maaga, Sebege, Van der Westhuizen, Mosego, Nieuwoudt and Steyn (2002) are of the view that lack of student discipline and poor morale leads to poor performance and this negatively affects the relationship between teachers and learners. Farrel (2007) argued that one teacher reported that at her school in the United Kingdom the classroom atmosphere was surprisingly disrespectful compared with the 1950s and 1960s when the use of corporal punishment was still intact and this tremendously affects the teaching process and tends to demoralize the teacher. Shaikhnag et al (2015) argue that in South Africa the abolition of corporal punishment through the Schools Act 84 Of 1996 did not help the discipline process.

Gladwell (1999) found out that a high percentage of teachers in South Africa say that the teaching profession had become stressful since the abolition of corporal punishment. In his view a sense of despair among teachers has arisen because of the disruptive behaviour of pupils thus teachers feel that their authority has been taken away. Furthermore, Kubeka (2004) maintains the similar view as he argues that teachers believe that without corporal punishment discipline could not be maintained, children would neither show them respect nor develop the discipline to work hard unless they were beaten or threatened with being beaten. Masitsa (2008) also argues that poor discipline in schools has a negative bearing on teacher motivation. This seriously affects the teaching environment and tends to remove the teaching zeal amongst teachers.

Other researchers found out that teacher motivation has been adversely affected since the abolition of corporal punishment. Alam and Farid (2012) assert that amongst the factors that lead to either high or low teacher motivation is whether they can control their classes or not and failure to do so create anxiety in teachers. They further argue that failure to do so create anxiety in teachers. Their study found out that teachers had a high level of motivation when

they successfully manage to control their learners. However, when this does not happen the teaching environment is highly affected.

Research also found out that learners were not sufficiently disciplined; among others they were guilty of stealing other learners' property, fighting one another and also stealing school property. This in Masitsa's (2008) view could be demotivating to teachers. Teachers perceive the abolition of corporal punishment to be making their job difficult. In a study by Bailey et al (2014) a majority of teachers surveyed believed that corporal punishment was justified in the sense that it gives teachers control to ensure that violence is immediately dealt with through corporal punishment. Busieni (2012) is of a similar view with the argument that without corporal punishment classrooms are out of control. This will tend to hinder both the teaching and learning environment. Masitsa (2008) further contends that poor discipline has a negative effect not only on learners who commit offences but on teacher motivation as well as other learners. Teachers also believe that they are not at all equipped with alternatives to effectively deal with classroom management.

Many teachers therefore think that the abolition of corporal punishment made their job more difficult hence teachers should take corporal punishment seriously as an important part of their profession (Shaikhmag et al, 2015). A study by Bailey et al (2014) found out that teachers believed that corporal punishment was justified as it gives teachers control to ensure that violence is immediately dealt with.

Research in the United Kingdom indicates that the abolition of corporal punishment was not welcomed by some teachers. Farrel (2007) purports that, a quarter century following the ban of corporal punishment in 1987, there remain a lack of consensus with parents, commentators, some teachers, community leaders and even young people still believing that corporal punishment helps maintain order in schools and is much more constructive to serious acts of indiscipline as compared to suspension and expulsion which merely grant a holiday to pupils who misbehave. In 2008, a survey found out that one in five teachers and almost a quarter of secondary school teachers would still like to see corporal punishment being reinstated. Another survey in 2011 found out that teachers still supported the use of corporal punishment. This shows that corporal punishment is still perceived by many to have a place in the United Kingdom schools.

Alas, other stakeholders believe that the abolition of corporal punishment was a blessing in disguise as it created a safe haven for learning. The Zimbabwe Teacher's union chief executive

officer hails any advocate for the ban of corporal punishment (Rutambwa 2015). The National Union of Teachers in Britain maintained that it would not support the view expressed by the teachers in support of corporal punishment in schools.

2.4 Alternatives to corporal punishment.

Research indicates that responsible decisions have to be made both in promoting and applying child rearing disciplinary practices. Maphosa and Shumba (2010) in their study on the effectiveness of corporal punishment found out that alternatives to corporal punishment were ineffective as a disciplinary measure in schools therefore corporal punishment has been used as a quick fix solution which raises fear and pain. They go on to say that as such corporal punishment should be replaced by instilling self- discipline and that it is also significant to give weight to the rationale for the disciplinary measure. Moyo, Khewu and Bayaga (2014) are of a similar view as they suggest that alternative methods of instilling discipline should become the model and these should go beyond the punitive processes and lead to an atmosphere in school culture supported with non- violent practices as well as self-discipline.

The human rights standards provide the necessity for doing away with corporal punishment, law reform, education and research knowledge pertaining to its effects on child development. The Convention on the Rights of the Child provides a vision as well as the set of standards and the goals of child behaviour development (Human rights convention). It has principles that guide in the selection of democratic and constructive discipline practices. According to

Clark and Hart (2005), the convention“ principles include respect for children’s dignity, maximizing children’s active participation, respecting children’s developmental needs and quality of life, respecting children’s life and motivation views as well as assuring fairness, transformative justice and promoting solidarity.

Yaroson and Zaria (2004) further argue that there is need to add moral education in the school curriculum. Their view is that moral education promotes moral values and these values are said to build a consistent set of values and ideas which become the base for personal decisions regarding the kind of behaviour needed when interacting with people. Research also suggests that there is need for schools to establish the right communication channel with pupils. In support of this view, Phufi (1980) alleges that what promotes discipline in schools is the inhibition of the right communication channels between pupils and the school authorities. He goes on to say that the media, peer pressure, the home background of pupils such as neglect, divorce, conflict leads to learner delinquency in schools.

In the United States of America peer counselling programs are used under a qualified counsellor, in these counselling sessions pupils address their problems and issues they come across both at home and at school (Yaroson and Zaria, 2004). They further contend that when peer counselling is combined with cross age tutoring younger pupils learn about delinquency, premarital pregnancy, drug and alcohol abuse, drop out as well as HIV and AIDS. As noted by Parkey (2006) cross-age tutoring involves college students meeting with pupils in high schools whilst those in high schools meet with pupils in junior schools. They sometimes perform dramatic episodes meant to portray problems that affect pupils as well as the model strategies for handling the problems.

Rodway et al (2011) suggest that there is need for earlier interventions that are targeted at both social and psychological misfortune as this can help reduce the risk for future violence. Moreover, there is also the need for participatory democracy in schools in which pupils are involved in the decision making process thus creating trust among pupils, staff and the administrators. Tiberondwa (1974) alludes that such a process reduce the occurrence of riots in schools and when pupils are represented and consulted they can sympathize with the administrators' difficulties and can contribute constructively. In a similar view, Reeves (2008) reported that at Woodstock school in Zambia, improvements in the behaviour of pupils were as a result of improvements in the relationships among pupils, teachers and the administrators.

This relationship was enhanced through teachers' endeavour to learn pupil's names and displaying their concern for the welfare of their learners.

Another strategy that has been included in research is the use of extra-curricular activities. According to Phipps (2002), most pupils in schools misbehave because they want to be recognized and not because they are bad pupils hence these pupils need to be involved in extra-curricular activities. In agreement with this view the survey by Abdul et al. (2005) revealed that of 4 800 high school students in a Zambian High school 91% of the students stated that pupils who participate in school activities tend to be leaders and role models whilst 92% stated that participation in school activities provided an opportunity not found in a regular classroom setting to develop self-discipline. Thus extra-curricular activities can be helpful.

However, research indicates that teachers are not competent enough to make use of the alternatives to corporal punishment. Busieni (2012) contents that teachers in South Africa also believe that they are not equipped with alternatives to deal with learner discipline and they do not feel supported by the relevant departments of education. This is further supported by

Morrel (2006) whose view is that many South African educators have difficulties in finding alternatives to the traditional method of corporal punishment and argues that corporal punishment persists since parents use it at home and even back up its use in schools. There is need therefore to educate teachers on the alternatives to corporal punishment.

2.5 Summary

The chapter explored the literature that is related to the abolition of corporal punishment. A brief history of the ban of corporal punishment was given at international, regional and local levels. The effects of corporal punishment on secondary school learners were discussed in the chapter with a focus on both the negative effects and those considered positive. The impact of the abolition of corporal punishment both on teaching and learning environments were also discussed. Another matter of concern in the chapter was to explore the alternatives to corporal punishment and quite a number of these were identified and discussed. The next chapter discussed the methodology used in the study.

CHAPTER THREE: THE RESEARCH METHODOLOGY

3.0 Introduction

The concern of this chapter was to discuss the methodology employed in this study. The research design that was used in the research was discussed. Focus was given to the population, sample, sampling techniques and the instruments that were used in conducting the research. Ethical considerations made, data analysis and presentation procedures were also discussed in this chapter.

3.1 The Research design.

Fraenkal and Wallen (2003) define a research design as the way of collecting data with the aim of answering research questions. According to Cohen, Manion and Morrison (2011), a research design binds the different parts of the research together to address precise serious questions in the research like what is to be done, why and how it shall be done. Therefore, a research design can be described as the procedures and methods to be made use of when carrying out a research.

In this research the researcher used a descriptive survey research design. Chiromo (2009) asserts that a descriptive survey is a method which describes what we see over and beyond the horizon. It entails the study of a limited number of cases with the aim of drawing up conclusions that cover the generality of the group under review. A descriptive survey was selected by the researcher because it gives an accurate account of the characteristics such as knowledge, behaviour, abilities and opinions of a particular individual, group or situation. Orondo (2006) alleges that a descriptive survey can be used when collecting information about people's attitudes, opinions, habits or any educational or social issues. Descriptive survey is a method which makes use of interviews and the administration of questionnaires to a sample of individuals to collect data. The nature of the study requires the use of interviews and questionnaires in order to establish the impact of the legal abolition of corporal punishment on the teaching and learning environment in secondary schools. Therefore, the descriptive research design was chosen to meet the objectives of the study.

3.2 Population.

Gay and Airasian (2000) define a population as the group that attracts the researcher's interests and the group to which the researcher would like the results to be generalized.

Chiromo (2009) also defines a population as all the individuals, units, objects or events that will be considered in the research. The definitions thus make it clear that after coming with conclusions, the findings are generalized to the population. The study focused on 8 secondary schools in Marondera urban. 8 school heads, eight heads of the guidance and counselling department, 32 guidance and counselling teachers also made up the population. 3 680 Ordinary level pupils were also part of the population. Therefore, the total population was made up of 3728 individuals.

3.3 Sample

Cohen et al (2011) define a sample as a smaller group or subject of the total population. This view is backed by Chiromo (2009) who is of the view that a sample is a smaller group or subject of the population selected from the population. It is therefore clear that a sample is simply an extract from the population. The limiting factors mentioned in chapter one as well as the sparse distribution of the population made it impossible for the researcher to study all elements. This made the researcher to select a sample from which the research was carried out. The sample was selected in such a way that the information gained represents the whole population. In the study out of 8 schools in Marondera urban, 3 were selected so as to get a representative sample as this made up 37.5% of the population. The sample was also made up of 3 school heads, 3 head of the guidance and counselling department, 6 guidance and counselling teachers and 75 ordinary level pupils. The sample thus constituted 87 respondents.

3.3.1 Sampling

According to Bogdan and Biklen (2007), sampling is a process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. Due to the limitations in terms of time and costs the researcher made use of convenience sampling. To Cohen et al (2011) convenience sampling entails selecting a sample from those to whom the researcher has easy access. The schools that were near became easily accessible for the researcher and these became the sample schools. In the teacher category, the researcher made use of both purposive and simple random sampling. As propounded by Cohen et al (2011), purposive sampling is used in order to access those elements in the sample that have in depth knowledge about particular issues on their professional roles. School heads,

heads of the guidance and counselling department as well as guidance and counselling teachers were presumed by the researcher to hold the characteristics the researcher was looking for. These people deal with issues of indiscipline almost on daily basis hence they have in depth knowledge about indiscipline in schools as well as the methods that can and are being used in schools to reduce indiscipline. Although the guidance and counselling teachers were purposively selected, they were too numerous to include in the study. The researcher then randomly selected the teachers using the simple random sampling technique. According to Chiromo (2009), simple random sampling is one in which each member of the population has an independent and equal chance of being selected. Gay and Airasian (2000) argue that simple random sampling is the best way of obtaining a representative sample. The researcher chose it because it is easy to use and the sample results are bias free.

To select members in the pupils’ category, the researcher made use of stratified random sampling and simple random sampling. Fraenkel and Wallen (2003) define stratified random sampling as a technique which deals with identifying sub groups of the population so that the groups are fairly represented. The researcher chose this sampling technique because the pupils’ population consisted of two groups which were the form threes and form fours. Due to the fact that the selected pupils from both groups were too numerous to include in the study, the researcher resorted to simple random sampling technique in order to select members to participate in the study.

Category	Population sample	Samples size	Sampling technique
Schools	8	3	Convenience
Heads	8	3	Purposive
H.O.Ds	8	3	Purposive
Teachers	32	6	Purposive and random simple
Pupils	3 680	75	Stratified and random simple

Table 3.1 Summary of population, sample and sampling techniques

3.4 Research instruments

According to Cohen et al (2011), research instruments refer to the measurement tools that are designed for the purpose of collecting data on a topic. They can also be referred to as testing

devices that measures a given phenomenon. Interviews, documents and questionnaires were instruments used by the researcher to identify the effects of corporal punishment, the impact of its legal abolition and the other strategies that can be used to curb indiscipline in schools.

3.4.1 Questionnaires

According to Chiromo (2009), a questionnaire is a form of inquiry which consists of systematically compiled and organized series of questions sent to a sample of respondents. Burton and Bastlett (2009) define a questionnaire as a list of questions meant to be answered by respondents. From these definitions it can be denoted that questionnaires contains sets of questions that have to be answered by respondents. In this study the researcher used both closed and open ended questionnaires in order to capitalize on the advantages of these two. Haralambos and Horbon (2002) notes that close ended questions are good in that they keep the respondents on the subject at hand and are naturally objective. Close ended questions are also good in that they generate data which is easy to tabulate as it gives brief answers. Open ended questions had to be made use of so as to cover up for the weakness of close ended questions. Close ended questions do not give personal opinions of the respondents on matters that require elaboration. According to Cohen et al (2011) open ended questions enable large quantities of data to be collected from a considerate number of people over a relatively short space of time.

The researcher chose questionnaires as they allow respondents to freely express themselves as they can be completed in the absence of the researcher. This in turn promotes confidentiality and anonymity. Questionnaires also saved time and enabled the researcher to get descriptive data that gave insight into the impact of the legal abolition of corporal punishment in secondary schools. McMillan and Schumacher (2006) support this view as they argue that questionnaires are used to learn about people's attitudes, beliefs, values, behaviour, ideas, desires, ideas, habits, demographics and other types of information. The researcher was aware of questionnaires limitations such as they can be answered by unintended respondents and that the researcher can fail to get clarifications from the respondents. As a result the researcher personally administered questionnaires and made sure that the respondents filled the questionnaires in her presence.

3.4.2 Interviews

Gay and Airasian (2000) defines an interview as a verbal technique for obtaining data. Nhlanga and Ncube (2003) argue that an interview is an oral question or process of directly interacting

with a subject for the purpose of extracting data for a research. Interviews can be structured or unstructured depending on the situation and the researcher made use of a structured interview. Zimkund (2006) asserts that a structured interview comprises of questions prepared in advance. The researcher had the questions prepared in advance and conducted a personal interview to school heads, heads of the guidance and counselling department as well as the guidance and counselling teachers. Zimkund (2006) alleges that a personal interview is a face to face interview in which the researcher asks the respondents to answer questions. The interviews lasted for 8-10 minutes and the researcher wrote some notes to capture the data during the interviews. The personal interviews were relevant as they helped in understanding the respondents' actions as well as discovering the reasons behind the attitudes of the respondents.

The researcher chose interviews as a data collection instrument because interviews are not time consuming and help in getting more valid information through the respondents' body language. In order to make sure that respondents were asked relevant questions, the researcher made use of an interview guide.

3.4.3 Document analysis

Document analysis is the soliciting of information usually done by checking records and documents in a particular situation. According to Krippendorp (2004), document analysis is the analysis of documents that are available such that one gets information and evidence related to the study questions. The researcher used documents such as the guidance and counselling and disciplinary committee records. These documents were analysed so as to get information on the cases of indiscipline committed by learners and particularly the methods that were used to deal with cases of the recorded nature.

Document analysis was chosen by the researcher since it is a cheap and easy method where the researcher can just note the needed information. Peddle (2009) argues that documents are a good source of foundation in information. The researcher also chose this technique so as to curb for lost patterns in questionnaires and interviews. Respondents may tend to respond to questions in the way they perceive right even if they do not practice it and that is where documents come in. However, the researcher was aware that documents may be incomplete, missing and outdated.

3.5 Ethical considerations

The researcher obtained an introductory letter from the Midlands State University and went on to seek permission to carry out the research in schools from the Mashonaland East Provincial education offices, Marondera District education offices and the school heads of the schools that made up the sample.

Following this, the researcher sought informed consent from the participants so that they could reveal the needed information to the researcher. The researcher explained the purpose of the study to the participants so that they would reveal any information concerning the study with the full knowledge of its purpose. Participants were informed that they were free to withdraw from the study at any stage.

For the sake of ensuring privacy and confidentiality the researcher excluded the names of the respondents from the interview guide and the questionnaires. The researcher also made sure that she did not waste the valuable time of the respondents by doing the research in time. The respondents were informed that the information required from them was strictly for academic purposes.

3.6 Data collection procedures

Borg and Gall (1990) define data collection as the process of gathering data or information using data collection techniques. This refers to the steps taken by the researcher in the preparation, administration and collection of data using research tools. The researcher obtained an introductory letter from the Midlands State University's Faculty of Education. The researcher then took the letter to get permission to do research in schools from the Mashonaland East Provincial Education offices, Marondera District Education offices and the schools heads of the schools that made up the sample.

After obtaining the permission the researcher pilot tested the questionnaires and interview guide to ensure clarity and correct phrasing of questions. Mertens (2007) maintains that by pilot testing, the researcher will be trying out the instruments with a smaller sample similar to the intended group of respondents. The researcher then sought informed consent from the respondents and after reaching consensus with the respondents the researcher personally distributed questionnaires to pupils and collected them after completion. Interviews were conducted to respondents in the teacher category with the help of an interview guide. The

researcher then verified responses using a checklist and following this was the coding, presentation and analysis of data.

3.7 Data analysis plan

Once data was extracted from the field, it was then presented and analysed. According to Cohen et al (2011) data analysis is concerned with searching and arranging of information collected through research instruments. Analysis refers to working with data, organizing them, breaking them into manageable units, coding them and searching for patterns

The data collected was analysed by issue or theme and by question. The researcher first identified issues raised in interviews and questionnaires. Cohen et al argue that data relevant to particular issues are simply collected together in a single basket. Coding of data then followed data analysis. Seidel and Keller (1995) suggest that codes can denote text, passage or fact that can be made use of in the construction of data networks. The researcher searched for patterns, regularities and topics covered by the collected data during coding. The researcher made use of a narrative approach during the data analysis level. However, the researcher had to be on guard to avoid performing analysis for herself. Pie charts, tables and graphs were used in the presentation of data to vividly and clearly present data for easy interpretation.

3.8 Summary

The chapter focused on discussing and justifying the procedures which clearly explain how data was collected, presented and analysed. Descriptive survey was chosen by the researcher as the research design for the study. This was because the study is concerned with the opinions and attitudes of pupils and teachers towards the legal abolition of corporal punishment in schools hence the researcher wanted to describe the degree of detail concerning this. The population was comprised of eight secondary schools, heads of schools, heads of the guidance and counselling department, guidance and counselling teachers and ordinary level pupils. The sample of schools, heads of schools and the guidance and counselling department heads was 37, 5 % whilst that of the guidance and counselling teachers was 30%. The chapter also discussed the sampling techniques used in the study. These include convenience for schools, purposive for respondents in the teacher category, stratified random sampling for pupils and simple random sampling to further select pupils and the guidance and counselling teachers. Interviews, questionnaires and documents were the research instruments that were used in the study. Issues on ethical considerations were addressed in the chapter. Graphs, tables and pie charts were used to present and analyse data. Analysis plans encompassed thematic and narrative analysis. The next chapter presented, analysed and discussed the findings of the

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS OF FINDINGS.

4.0 Introduction

Data as raw facts will be meaningless without presentation and analysis hence this chapter focused on the presentation, analysis and interpretation of data that was gathered in the field. This was done so as to make sense out of the data collected in a bid to draw conclusions, make inferences as well as suggesting future plans using data collected from school heads, heads of the guidance and counselling department, guidance and counselling teachers as well as ordinary level pupils on the impact of the legal abolition of corporal punishment in schools.

To present the data, the researcher made use of pie charts, frequency tables and bar graphs.

4.1 Response rate

Table 4.1: Response rate

Instrument	Number issued	Number returned	% Rate
School Heads interview	3	3	100
Heads of department interview	3	3	100
Teachers' Interview	6	6	100
Pupils' questionnaire	75	75	100

As shown in the table above, instruments issued out during data collection were all returned and were fully completed thus giving a 100% response rate. The 100 % response rate can be attributed to the personal distribution and collection of instruments done by the researcher. Also in the absence of school heads, the researcher interviewed deputy heads who in the absence of their superiors were in acting capacity. This makes the data reliable and generalizable.

4.2 Teachers' age groups

Table 4.2 Teachers' age groups

N=12

AGE GROUP	TALLY	FREQUENCY
20-30	1	1
31-40	11	2
41-50	111	3
51-60	111	3
61-70	111	3

Of the twelve respondents who fell under the teacher category, one was aged between twenty and thirty years and this constitutes 8, 3% of the interviewed respondents. Two out of twelve fell under the 31-40 age group thus making up 16, 6% of the sample. Respondents in the 41-50 age groups were three and so were those in the 51-60 and 61-70 age groups thus they all constituted 75% of the sample population. These teachers were all mature enough to give reliable information pertaining to the impact of the abolition of corporal punishment in their schools.

4.3 Respondents gender

Table 4.3 Respondents gender

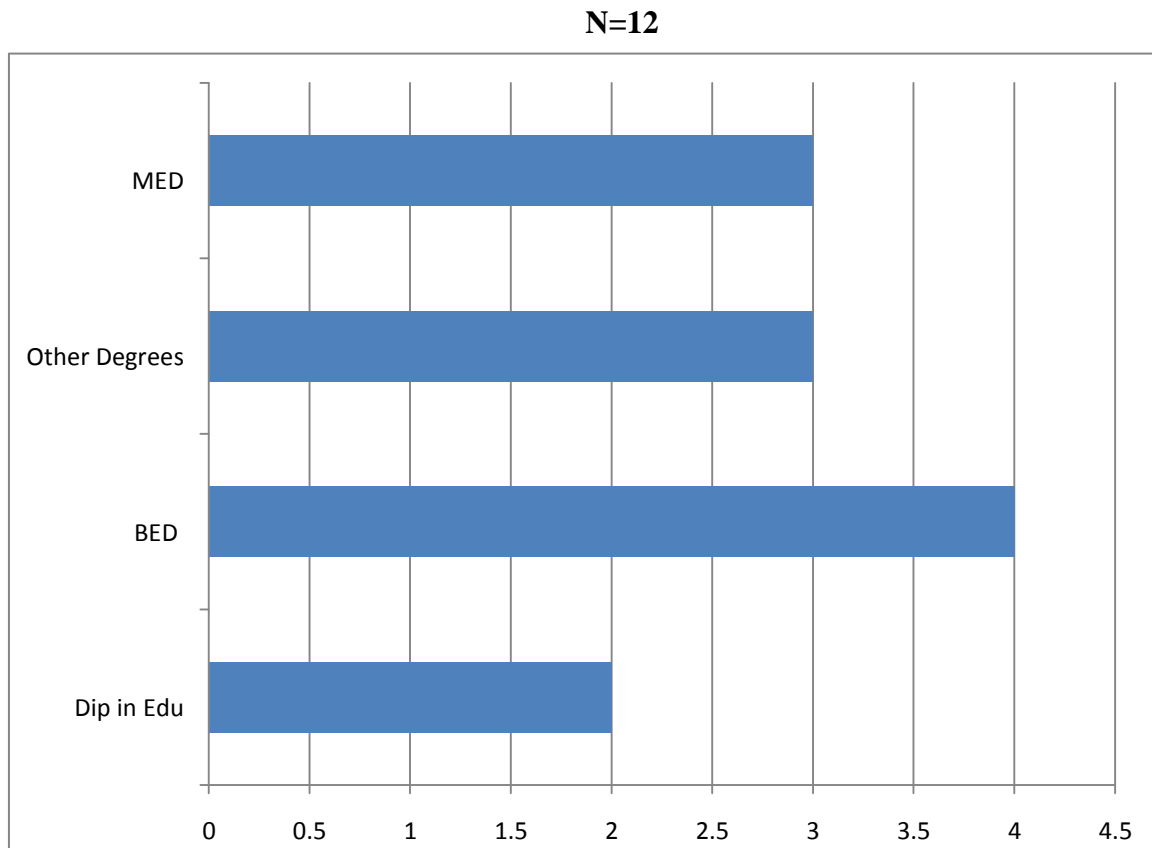
N=87

CATEGORY	MALE	FEMALE
TEACHERS	6	6
PUPILS	24	51

The sample was made up of 12 teachers and 75 ordinary level pupils. There were 6 male teachers and 6 female teachers hence there was gender balance in the teachers' category. Among the pupils who answered questionnaires 51 were female and 24 male. Out of the total sample 57 were female whilst 30 were male. On the whole female respondents made up 65, 5% of the sample whilst male respondent made up 34, 5%. The female respondents outnumbered the male respondents due to the fact that one of the schools included in the research was a girls only school.

4.4 Teachers' professional qualifications

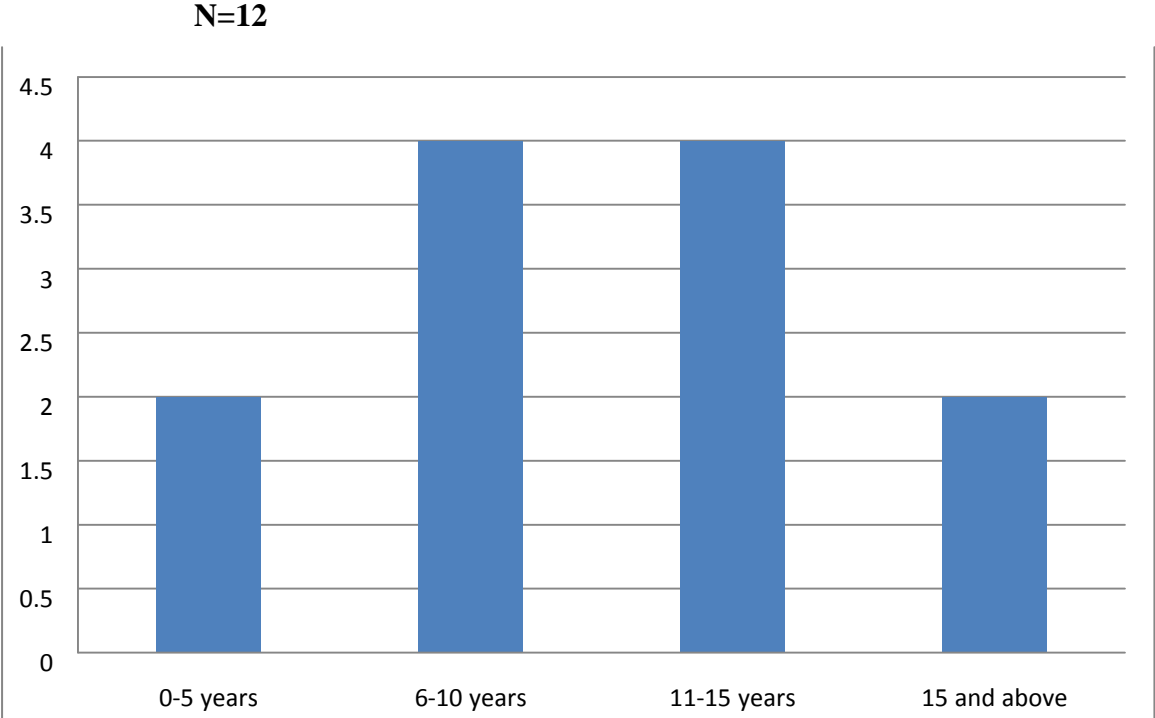
Fig 4.1 Teachers' professional qualifications



Two out of 12 teachers were diploma holders, four held a Bachelor of education degree, three had other degrees coupled with a diploma in education whilst three of the teachers had a master of education degree. These teachers are equipped with teaching skills hence they understood the demands of the research thus making them able to give valid answers.

4.5 Teaching experience

Fig 4.2 Teaching experience



Of the twelve respondents two had a teaching experience of less than 5 years, four had their teaching experience falling between the 6 to 10 years category, another four had a 10-15 years teaching experience whilst had a teaching experience of above 15 years. This shows that most of the teachers were experienced enough to give reliable information.

4.6 Presence of indiscipline in schools

All teachers acknowledged through the interviews done that there were cases of indiscipline in their schools. The most noted cases of indiscipline were fighting, stealing, dodging lessons, bullying, and drug abuse and failing to do school work. An insignificant number of teachers also talked about love affairs as one of the offences being committed by learners in schools. This indicates that indiscipline remains a critical issue in secondary schools.

4.7 Pupils' subjection to corporal punishment

Table 4.4 Pupils' subjection to corporal punishment

N=75

RESPONSE	FREQUENCY	PERCENTAGE
YES	26	34,7%
NO	49	65,3%

Pupils were asked to indicate whether they were subjected to corporal punishment or not. Of the 75 pupils who answered the questionnaires 26 indicated with a yes thus saying they have been subjected to corporal punishment in their schools. Forty six out of the 75 pupils indicated with a no hence suggesting that they have never been subjected to corporal punishment in their schools. Those that were once subjected to corporal punishment indicated that they felt angry, humiliated, bored and pained. 65, 3% of the pupils were not subjected to corporal punishment whilst 34, 7% were subjected to corporal punishment. This shows that corporal punishment is now being used less frequently since its legal abolition.

4.8 Whether or not corporal punishment is a good method of disciplining pupils

Table 4.5 Whether or not corporal punishment is a good method of disciplining pupils

N=87

RESPONSE	FREQUENCY	PERCENTAGE
YES	59	67,8%
NO	28	32, 2%

The question was asked to respondents of both categories that is the teachers" and pupils" categories. Fifty nine out of 87 respondents view corporal punishment as a good method of dealing with learner indiscipline. 28 out of the 87 respondents indicated with a no hence saying that corporal punishment is not a good method of dealing with learner indiscipline in schools. Those in agreement with the use of corporal punishment in schools argued that it is the best method of reducing cases of indiscipline in schools. Respondents who were not in favour of corporal punishment were of the view that it impacts negatively on the learners by creating an unsafe learning environment. This is a clear indication that corporal punishment is still considered a good method of discipline in schools despite its legal abolition.

4.9 Whether or not corporal punishment increases aggression in learners and tends to make them violent.

Table 4.6 Whether or not corporal punishment increases aggression in learners and tends to make them violent.

N=87

CATEGORY	YES	NO
TEACHERS	4	8
PUPILS	23	52

Both teachers and pupils were asked whether or not corporal punishment increases aggression in learners and tends to make the violent. 4 teachers agreed that corporal punishment increases aggression in learners and tends to make the violent whilst 8 teachers were not in agreement with the view. Of the 75 pupils to whom questionnaires were administered 23 indicated with a Yes whilst 52 indicated with a No. Totally 27 respondents who constituted 31% were in agreement with the view that corporal punishment increases aggression in learners whilst 60 who constituted 69% were against the view. This shows that corporal punishment is still not considered to have harmful effects on learners by both teachers and pupils.

4.10 Awareness on the abolition of corporal punishment.

Table 4.7 Awareness on the abolition of corporal punishment

N=87

RESPONSE	FREQUENCY	PERCENTAGE
YES	37	42,5%
NO	50	57, 5%

The question was asked to respondents of both the teachers'' and pupils'' categories. All teachers indicated that they were aware of the legal abolition of corporal punishment. A big number of the pupils indicated that they were not even aware of the legal abolition of corporal punishment. 25 pupils indicated that they were aware of the legal abolition of corporal punishment whilst 50 of the pupils indicated that they were not aware of the legal abolition of corporal punishment. Thirty seven respondents were aware whilst 50 were not. This shows that

corporal punishment can just be administered to pupils without their full knowledge of its abolition hence pupils can let their rights abused out of ignorance.

4.11 Agreement with the legal abolition of corporal punishment

Table 4.8 Agreement with the legal abolition of corporal punishment

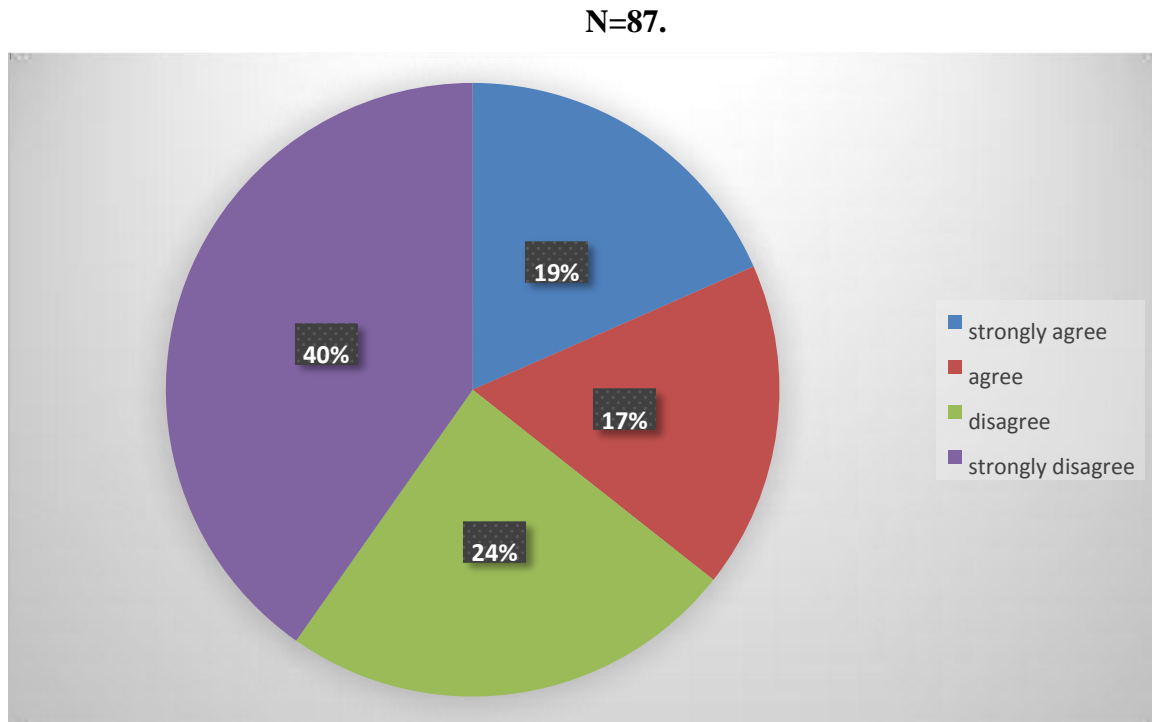
N=87

RESPONSE	FREQUENCY	PERCENTAGE
YES	26	29,9%
NO	61	70.1%

Respondents were asked to indicate whether or not they were in agreement with the legal abolition of corporal punishment. 26 respondents were not in agreement with the move whilst 61 agreed. Those who agreed explained that the abolition of corporal punishment is the reason behind the increased cases of indiscipline in schools. Those who did not agree with the move argued that this led to a safe teaching and learning environment where pupils are free to express themselves. This shows that most teachers and pupils regard the abolition of corporal punishment a mistake and attribute indiscipline in schools to this move.

4.12 Contribution of the legal abolition of corporal punishment to a safe teaching and learning environment.

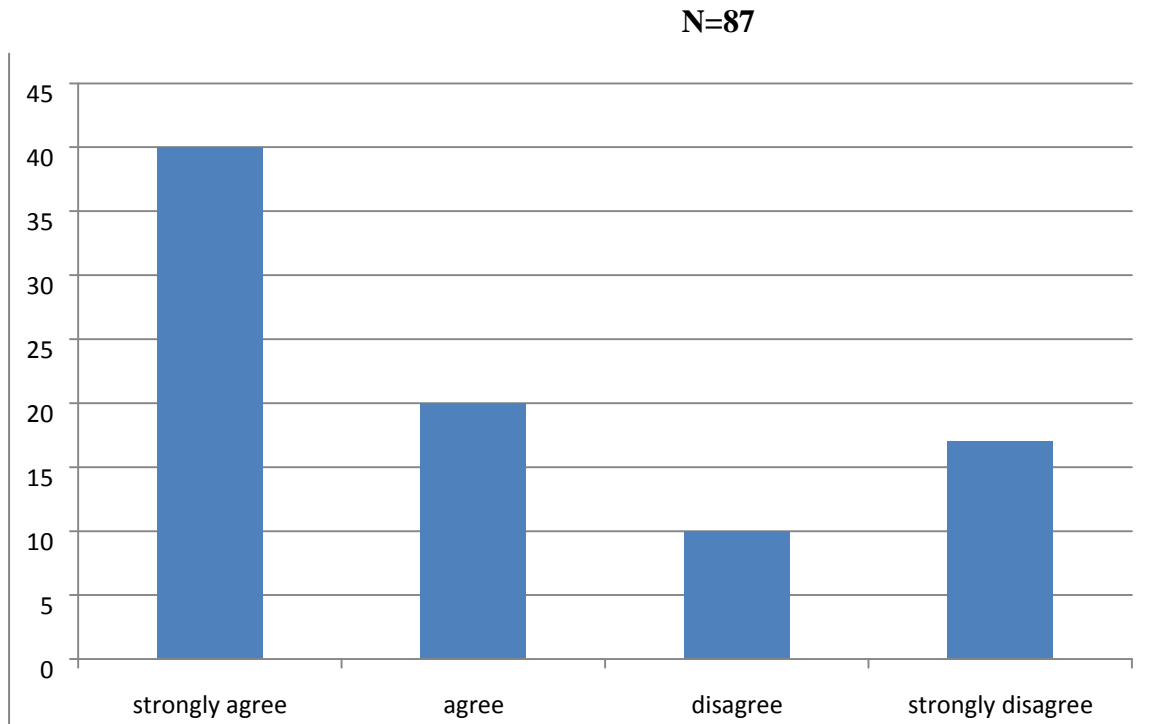
Figure 4.3 Contribution of the legal abolition of corporal punishment to a safe teaching and learning environment.



Of the 87 respondents 45 indicated that they strongly disagree with the notion that the abolition of corporal punishment created a safe teaching and learning environment and these constituted 40 % of the respondents' total number. 21 respondents who made up 24% of the sample population disagreed with the aforesaid view, 15 respondents who were 17% of the respondents agreed with the view that the legal abolition of corporal punishment created a good learning environment whilst 16 respondents whose percentage was 19% strongly agreed with the same view that the abolition of corporal punishment created a good teaching and learning environment. This indicates that most teachers and pupils do not support the legal abolition of corporal punishment in schools.

4.13 The relationship between the abolition of corporal punishment and indiscipline in schools

Figure 4.4 The relationship between the abolition of corporal punishment and indiscipline in schools



Teachers and pupils were asked to indicate whether or not there is a relationship between the abolition of corporal punishment and indiscipline in schools. Answers varied from strongly agree, agree, and disagree to strongly disagree. 40 respondents strongly agreed and these constituted 46% of the total respondents. Twenty respondents who made up 30%, 10 respondents who made up 11,5% of the respondents' number disagreed with the correlation between the abolition of corporal punishment and indiscipline in schools whilst 17 of the respondents strongly disagreed with such a view and these were 19,5% of the sample. This shows that both teachers and pupils perceive the abolition of corporal punishment to be the reason for increased cases of indiscipline in schools.

4.14 Whether or not corporal punishment is the only way of dealing with indiscipline in schools

All respondents were of the view that corporal punishment is not the only way of dealing with indiscipline in schools. Respondents explained that some other strategies can be made use of. However, some explained that although it is not the only way it is still the best way of dealing with learner misbehaviour in schools. They also highlighted that other methods are time consuming and ineffective. This shows that other methods are not given value as they are considered ineffective.

4.15 The relationship between guidance and counselling and indiscipline in schools.

Table 4.9 The relationship between guidance and counselling and indiscipline in schools.

N=87

RESPONSE	FREQUENCY	PERCENTAGE
YES	12	23
NO	75	77

Twelve respondents who constituted 23% of the total respondents agreed that guidance and counselling was an effective method of dealing with learner indiscipline and 75 who made up 77% did not agree. Of these 12 were teachers and 75 were pupils. Five teachers indicated with a Yes to suggest that guidance and counselling is an effective way of reducing indiscipline in schools and 7 teachers did not agree. Fifteen pupils agreed with the view that guidance and counselling is an effective way of reducing indiscipline in schools whilst 60 pupils did not agree. They explained that this method does not give immediate results and some said it was a waste of time. Those who agreed with the view argued that pupils will understand if it is done properly. This shows that guidance and counselling is not considered an effective method of dealing with learner indiscipline by both teachers and pupils.

4.16 The relationship between extracurricular activities and discipline in schools.

Table 4.10 The relationship between extracurricular activities and discipline in schools

N=87

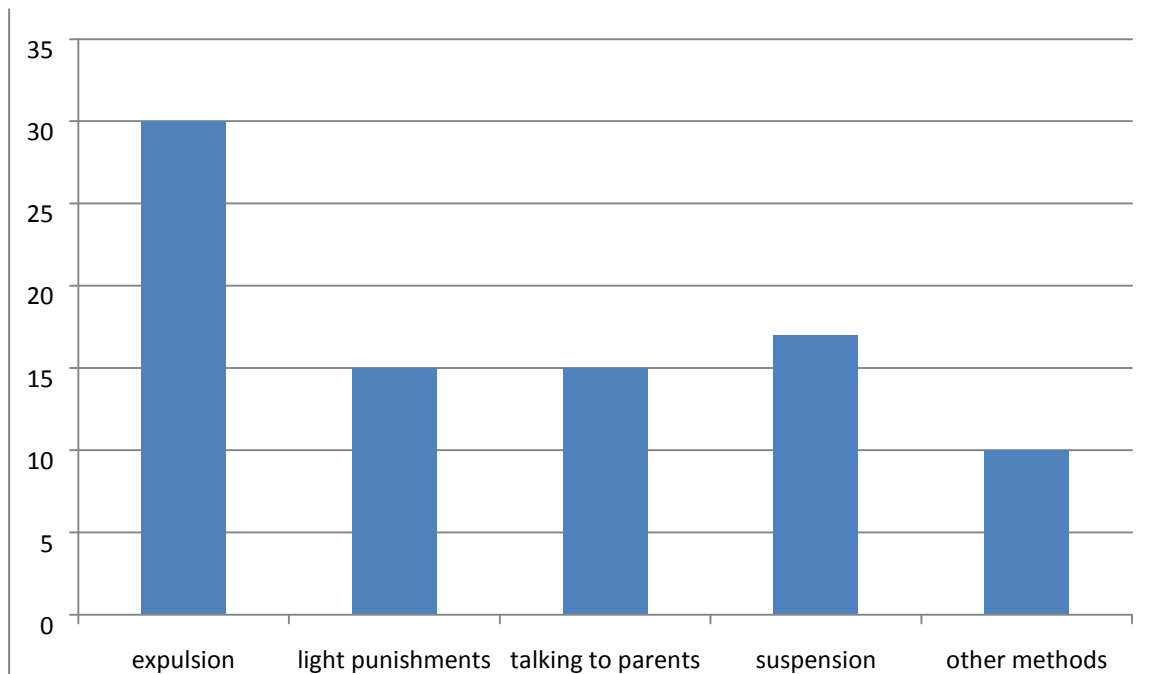
RESPONSE	FREQUENCY	PERCENTAGE
YES	32	36.8%
NO	55	63.2%

Fifty five respondents who made up 63.2% of the respondents did not agree with the view that there is a relationship between extracurricular activities and pupil discipline in schools. 32 respondents constituting 36.8% agreed with the view. Of those who agreed 6 were teachers whilst 30 were learners and out of the 55 who did not agree 6 were teachers and 49 were learners. This shows that extra-curricular activities are not considered an effective method of dealing with learner indiscipline in schools by both teachers and pupils.

4.17 Alternatives to corporal punishment

Figure 4.5 Alternatives to corporal punishment

N=87



Respondents were asked to suggest some of the strategies they consider useful in dealing with learner indiscipline besides those dealt with prior to this question. Strategies stated included

expulsion, suspension, light punishment, and talking to parents or guardians when their child misbehaves. Thirty respondents were in favour of expulsion; 15 suggested light punishments like cleaning classrooms which they said would play a double role of disciplining the child and at the same time teach that child to do some household chores. Fifteen respondents suggested talking to parents, 17 suggested suspension whilst 10 respondents suggested other methods that had been already mentioned earlier on in the questionnaires. These were extra-curricular activities, guidance and counselling and corporal punishment. This was due to the fact that they did not understand the question. Most suggested methods are not democratic and have an element of abuse in them thus an indication that teachers and pupils still believe in the use of punishments in schools.

4.18 Data obtained from documents

4.18.1 Guidance and counselling records

The researcher analysed the guidance and counselling records with particular attention to cases of indiscipline recorded as well as the strategies used to solve such cases. Cases recorded included fighting, bullying, dodging lessons, relationships and drug abuse. In most case pupils were made aware of the pros and cons of being a troublesome pupil at school especially on their academic performance. There were records of pupils who reformed after serious guidance and counselling sessions. The record books also indicated cases where parents of pupils with serious cases of indiscipline were called to join the counselling sessions of their children. Most pupils failed to reform as indicated in the records especially at the mixed schools. Such cases were referred to the disciplinary committee which constituted members of the guidance and counselling department and members of the school administration. This shows that there are cases of indiscipline in schools and despite the use of guidance and counselling most pupils fail to reform thus rendering the method ineffective.

4.18.2 Disciplinary committee records

The researcher also analysed the disciplinary committee records paying particular attention to offences committed by pupils and methods used to solve such cases. Serious cases like bullying, drug abuse, relationships and fighting were recorded. At one of the schools there were serious cases of relationships whereby girls fell in love with kombi drivers and conductors and in return those girls would enjoy the benefit of boarding kombis free of charge to and from school. Some of the girls were expelled from school after tireless efforts to make them reform.

Drug abuse seems to be the most prevalent case especially among boys. Schools resorted to suspension, calling parents and in very serious cases expulsion although this was very rare at all schools. This indicates that indiscipline remains a matter of concern in schools and most of the methods being used in Marondera schools are not friendly especially suspension and expulsion.

4.19 Discussion of the findings

From the data collected from the sampled schools in Marondera urban district it was found that there were cases of indiscipline at their schools. These cases encompass drug abuse, relationships, noise making, dodging lessons, stealing, fighting and bullying. This was also supported by evidence from the guidance and counselling records as well as the disciplinary committee records where similar cases were recorded. Masitsa (2008) found that learners were not sufficiently disciplined among others they were guilty of stealing other pupils' property and school property as well as fighting amongst themselves. Interviewed teachers even said that the cases have since increased since the abolition of corporal punishment hence an indication that the abolition of corporal punishment have impacted negatively on the teaching and learning environment in schools. This is echoed by Shepherd (2012) who alleges that children's behaviour have grown considerably worse since the legal abolition of corporal punishment. Kubeka (2004) also reported that teachers argue that in the absence of corporal punishment discipline could not be maintained in schools.

In respect to pupil subjection to corporal punishment, most pupils indicated that they have never been subjected to corporal punishment. This is similar to the view by Morrel (2001) who postulates that corporal punishment is now used less frequently. This clearly shows that schools in Marondera district have adhered to the legal abolition of corporal punishment by the Zimbabwean government by refraining themselves from using such a method. However, some pupils indicated that they had been subjected to corporal punishment. This suggest that despite the legal abolition of corporal punishment some stakeholders within the school perimeters have chosen to continue resorting to this method as a measure of reducing discipline in their schools. Matope and Mugodzwa (2011) also recorded the prevalence of corporal punishment in Zimbabwean schools despite its legal abolition. Corpun (2007) also alleges that the use of corporal punishment is prevalent in modern day schools, although its use has decreased significantly.

Most respondents in both the teachers' and pupils' category indicated that corporal punishment is a good method of disciplining pupils who misbehave in school. Baumrind et al (2002) support this view by arguing that corporal punishment might serve a short term parenting technique meant to do away with children's noncompliance so that other methods can be used in the long run. In explanation to this view they argued that it is an effective method for reducing indiscipline in schools and if done well can lead to high academic achievement. Holden (2002) suggests that corporal punishment might occur after all other kinds of punishment have failed to work. This is a clear indication that despite its ban, corporal punishment is still considered a good method as far as dealing with learners' indiscipline is concerned and both teachers and pupils are still in its favour despite the negative effects embodied in it.

Most of the teachers and pupils did not agree with the view that corporal punishments tends to make pupils violent, aggressive and induces fear in learners. Research suggests that kids need to be beaten to avoid them from being little rascals (Shepherd, 2012). This suggests that both pupils and teachers do not consider the bad side of corporal punishment but rather consider it the best possible means of dealing with learner indiscipline in schools.

Pertaining to the awareness of respondents to the legal abolition of corporal punishment, all teachers were aware of the legal abolition of corporal punishment hence teachers who are still using it are doing so outside the circles of ignorance. However, most pupils were not aware of the legal abolition of corporal punishment in schools hence pupils are being subjected to this wicked method whilst they are not even aware that it is a violation of their fundamental rights. In such situations pupils cannot even fight for their rights. No research has been done to establish this.

Most respondents in the research were not in agreement with the legal abolition of punishment and some even argued that by so doing the government of Zimbabwe made a grave mistake which had in turn turned schools into jungles. Mufaro (2014) suggests that teachers perceive learning institutions to be turning into jungles due to the prohibition of corporal punishment.

This suggests that both teachers and pupils do not support the government's move to abolish the use of corporal punishment in schools. They attribute the increase of indiscipline cases in schools to this move taken by the government. One interviewed teacher said, "*The government*

actually made a mistake there, all they want is nothing but to kill the future of our children. What law are we talking of here when the future of our children is being ruined?"

Similar to this notion, teachers and pupils do not agree that the legal abolition of corporal punishment created a good learning environment. Learner indiscipline might have escalated since abolition (Assan, 2014). To them it is rather the opposite as they argue that the teaching and learning environment had been adversely affected since the legal abolition of corporal punishment. *"We can- not talk about a good environment when our students are doing whatever they deem necessary, during our days there was nothing like that, we were beaten for any silly mistake and that worked because we achieved our goals unlike these spoiled children whose future is not even predictable."* This was an argument by one teacher who seemed very bitter during the interview in disagreement with the view that corporal punishment created a safe environment.

A large number of the respondents agreed that the legal abolition of corporal punishment correlates with the increased cases of indiscipline in schools. Shepherd (2012) argues that learner behaviour might have grown considerably worse since abolition. Teachers and pupils did not consider other methods such as engaging learners in extra- curricular activities, peer counselling and guidance and counselling as effective ways of solving indiscipline in schools.

One teacher said that, *"all these other methods do not work, these learners need to be beaten, a black child should be beaten that is the only way."* This clearly shows that many people in schools still consider corporal punishment as the effective way.

Although respondents were in favour of corporal punishment, it can be deduced from the data gathered that they did consider it the only way to help curb indiscipline in schools. They identified some other strategies which encompassed expulsion, suspension, talking to parents as well as the use of other forms of punishments such as cleaning classrooms. The documents analysed reviewed that guidance and counselling, light punishments and in rare cases expulsion are the methods being used in schools to deal with cases of learner indiscipline. These methods are however considered ineffective as especially by teachers. This goes hand in hand with Moyo et al (2014) that are of the view that the lack of ineffective alternatives to corporal punishment may further enhance learners' misdemeanours.

4.20 Summary

The chapter focused on the presentation, analysis and discussion of the findings from the research carried out. To present the data, the researcher used pie charts, frequency tables as well as bar graphs. Following the data presentation and analysis was the discussion of findings which revealed that teachers and pupils in schools are not in support of the legal abolition of corporal punishment. They attribute the increase of cases of learner indiscipline to the move taken by the government to illegalize the use of corporal punishment. The discussion even ironed out that corporal punishment is considered the best method of dealing with learner indiscipline and all other methods are considered ineffective. The next chapter will present the summary of the study, conclusions of the study as well as recommendations of the study.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

Following the presentation of data, its analysis and discussion of the findings from the data in the previous chapter, this chapter focused on giving a brief summary of the whole project. It went on to draw conclusions from the findings of the study and ended by making possible recommendations that relates to the findings and giving the concluding remarks.

5.1 Summary

The focus of the study was to investigate the impact of the legal abolition of corporal punishment on the teaching and learning environment in secondary schools. Corporal punishment has since been abolished in many countries including Zimbabwe both in schools and at home. However, teachers and pupils do not support this legal abolition of corporal punishment as they attribute the increased cases of indiscipline in schools to this move taken by the government. This in turn triggered the researcher to carry out this research to investigate the impact of the legal abolition of corporal punishment in schools. The study sought to explore the effects of corporal punishment on secondary school learners, the impact of the legal abolition of corporal punishment on the teaching and learning environment and alternatives to corporal punishment. The study is set to benefit the Ministry of primary and secondary education, education stakeholders, schools, teachers, pupils as well as the researcher. The study was carried out in Marondera urban secondary schools in the Mashonaland East province of Zimbabwe. It focused on school heads, heads of the guidance and counselling department, guidance and counselling teachers and ordinary level pupils. Despite having been moved by a noble motive to carry out this research, the researcher faced time and financial constraints as well as respondents' attitudinal changes. Terms central to the study were defined and these include corporal punishment, legal abolition, and indiscipline among others.

Prior to the collection of data for the research, a review of related literature was done by the researcher. The review showed that corporal punishment is embodied with various negative effects which are considered a threat to both a child's academic life and the future at large. Corporal punishment is considered to make pupils violent, aggressive, causing mental

disturbances among other effects. The review of related literature also dug out the impact of the legal abolition of corporal punishment both on learners and on teachers. Teachers are considered not happy about the legal abolition of corporal punishment in schools as this had adversely affected the joy they once had for their job. As for learners their discipline has deteriorated following this move. However, a few literatures reviewed that the legal abolition of corporal punishment created a safe learning environment. The last part of the literature review outlined other strategies that can help reduce indiscipline in schools besides corporal punishment. Amongst these other strategies were peer counselling, engaging pupils in extracurricular activities and involving learners in the decision making process.

In this research, the researcher used both qualitative and quantitative research design and within these paradigms a descriptive survey was used. A descriptive survey makes use of words to explain social characteristics so as to gain a better understanding of a given theme. Out of eight secondary schools in the urban part of Marondera district, three were selected to participate in the study. To select elements of the sample, the researcher used convenience sampling to iron out the problems posed by accessibility and time constraints. This was followed by stratified random sampling targeted at choosing ordinary level classes to participate in the study. After the classes were selected, the researcher then used simple random selection procedure to select pupils to participate in the study. Under the teachers' category, members were purposively selected. Participants were chosen by virtue that they were school heads, heads of the guidance and counselling department as well as guidance and counselling teachers. The researcher then used simple random purposive sampling to select the guidance and counselling teachers since they were too numerous to include in the study. After the sample identification the researcher pilot tested the instruments to remove ambiguities from them. The instruments included interview guide for teachers, questionnaire for pupils and document analysis plan. The researcher then sought informed consent from the respondents prior to the issuing out of the instruments. The instruments were personally administered and collected by the researcher.

After the collection of data, the researcher made use of frequency tables, pie charts and bar graphs. To analyse the data, theme, issue and question by question was used by the researcher. The researcher then went on to discuss the findings of the study. The study revealed that there were numerous cases of indiscipline in schools and these include drug abuse, noise making,

dodging lessons and fighting. Most teachers and pupils did not consider corporal punishment as having negative effects on the learners. They rather consider it the best tool to help instil discipline in schools. Most pupils in Marondera urban schools are not being subjected to corporal punishment ever since its legal abolition by the Zimbabwean government. Although teachers were aware of the legal abolition of corporal punishment, most pupils were not aware of it. Most respondents did not agree that the legal abolition of corporal punishment was a good move but rather a grave mistake made by the government. They consider this move to have turned schools into jungles and have led to increased cases of indiscipline in schools. Respondents did not consider corporal punishment as the only way of dealing with learner delinquency in schools. However, the other strategies such as guidance and counselling, peer counselling and engaging pupils in extra- curricular activities were considered ineffective. The respondents mentioned other strategies that can help instil discipline in schools and these encompass light punishments, expulsion, suspension and talking to guardians and parents of pupils whenever necessary. However, a large number of the suggested methods are undemocratic and harsh hence they do not eradicate the threat that punishment pose on learners.

5.2 Conclusions

Leaning on the findings, the researcher came to the conclusion that both teachers and pupils in Marondera urban district do not agree with the view that corporal punishment has a negative impact on learners. This is due to the fact that they are not fully aware of the various negative effects corporal punishment can have on learners. They consider corporal punishment as a good method of dealing with indiscipline in schools.

Whilst teachers are aware of the legal abolition of corporal punishment in schools, pupils are not aware of this move despite the fact that they are not being subjected to corporal punishment. They both do not support the move taken by the government to legally abolish corporal punishment. They consider the move to abolish corporal punishment in schools to be the reason why cases of indiscipline are escalating. Corporal punishment is blamed for turning schools into jungles where pupils can do whatever they deem necessary.

It can be deduced from the findings that although respondents agree that corporal punishment is not the only way of dealing with learner discipline in schools, other strategies are considered ineffective. Both teachers and pupils suggest that all other strategies do not yield immediate results as compared to corporal punishment. Other strategies that were suggested as necessary for dealing with learner indiscipline are not democratic methods. Methods suggested include light punishments, expulsion and suspension. However, the suggested methods are actually harsh.

5.3 Recommendations

In light of the research findings, the researcher made the following recommendations:

- ❖ The government of Zimbabwe in conjunction with the Ministry of Primary and Secondary education should educate teachers on the negative effects of corporal punishment through workshops and the media
- ❖ The Ministry of Primary and Secondary Education should encourage the undertaking of staff development meetings on the issue in schools so that teachers are made aware of the evils embodied in corporal punishment.
- ❖ Pupils are to be made aware of the negative effects of corporal punishment by their schools.
- ❖ Educate teachers and pupils on the reasons for the abolition of corporal punishment
- ❖ Pupils should be made aware of the legal abolition of corporal punishment since it is their right not to be subjected to corporal punishment.
- ❖ Teachers to be educated on friendly and democratic strategies that can be used to deal with learner indiscipline in schools.
- ❖ The Ministry of primary and secondary education should come out with effective alternative methods that can help reduce indiscipline in schools.

5.4 Concluding Remarks.

The research focused on a smaller geographical area and came with the conclusion that both teachers and pupils are not well versed with the negative effects of corporal punishment on learners as such they do not agree with the legal abolition of corporal punishment in schools.

Other alternatives to corporal punishment are considered ineffective. There is need for researchers in the same topic to focus on the impact of the legal abolition of corporal punishment on the teaching and learning environment in schools.

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.....

7. Are you aware of the abolition of corporal punishment in Zimbabwean schools?

Yes []

No []

8. Do you think that the abolition of corporal punishment in Zimbabwean schools was a good move? Explain your answer. -----

9. The abolition of corporal punishment created a good learning environment. Do you agree?

Strongly agree []

Agree []

Disagree []

Strongly disagree []

10. The abolition of corporal punishment increased cases of pupil indiscipline in your school?

Strongly agree []

Agree []

Disagree []

Strongly disagree []

11. Is corporal punishment the only way for doing away with learner indiscipline?

Yes []

No []

12. Does guidance and counselling help in instilling discipline amongst learners in schools?

Yes []

No []

13. Do you think engaging pupils in extracurricular like debate and drama can help instil discipline in schools? Yes [] No []

14. What other strategies do you think can help reduce indiscipline in your school?

THANK YOU FOR YOUR COOPERATION

Appendix 2: Interview guide for teachers

NB: The same guide was used for all teacher categories.

My name is Grace Chinomona, a Midlands State University student in the department of Applied Education, doing a Bachelor of Education Honours Degree in History. I am carrying out a research on the impact of the legal abolition of corporal punishment in Zimbabwean schools. The information that I am gathering is purely for academic purposes and will be treated with confidentiality. I therefore kindly ask you to answer the following questions truthfully. Thank you in advance.

1. Name of school
2. Sex
3. Age 20-30 [] 30-40 [] 40-50[] 50-60[] 60-70 []
4. What is your highest qualification?
5. How long have you been a teacher?
6. Are there any cases of learner misbehaviour at your school?
7. What types of offences are committed by learners in your school?
8. Do you think that corporal punishment is a good method of instilling discipline in learners?
Explain your answer.
9. Do you think that corporal punishment increases aggression in learners and tends to make learners violent?
10. Are you aware of the legal abolition of corporal punishment in schools?
11. Do you agree with the legal abolition of corporal punishment in Zimbabwean schools?
Explain your answer.
12. The abolition of corporal punishment increased learner misconduct. Do you agree?
13. The abolition of corporal punishment created a safe environment for teaching and learning.
Do you agree?
14. Do you think that corporal punishment should be reintroduced?
Explain your answer.
15. Can schools solemnly rely on corporal punishment? Explain your answer.
16. Do extracurricular activities help curb indiscipline at your school?
17. Do you think that guidance and counselling is an effective method for dealing with learner misbehaviour?

18. What other strategies do you think can help curb indiscipline in your school?

Appendix 3: Document analysis schedule

- guidance and counselling records

- (a). cases of indiscipline recorded
- (b). how the cases were dealt with.

- disciplinary committee records

- (a). cases of indiscipline recorded
- (b). methods used in solving the cases

Document	Cases of indiscipline recorded	Methods used to reduce the case of indiscipline.

Appendix 4: Introductory letter



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450
Fax: (263) 54 60233/60311

FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

TO WHOM IT MAY CONCERN

The bearer..... CHINOMONA GRACE .A.is a B.Ed/
MED/PGDE student at this University. She / he has to undertake research on the title:

AN INVESTIGATION INTO THE IMPACT OF THE LEGAL ABOLITION
OF CORPORAL PUNISHMENT IN SCHOOLS. A CASE OF 3 SCHOOLS IN MARONDERA
He/she is required to present a Research Project in partial fulfilment of the degree
programme.

In this regard, the university kindly requests both your institution and personnel's
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

[Handwritten signature]

Dr. M. Chauraya
(Chairperson -Applied Education)

MIDLANDS STATE UNIVERSITY
DEPARTMENT OF APPLIED EDUCATION
15 NOV 2016
PRIVATE BAG 9055 GWERU
ZIMBABWE TELEFAX: 54 60416/7

DEPUTY HEAD
CHERUTOMBO HIGH SCHOOL
22 FEB 2017
P.O. BOX 261, MARONDERA
TEL: 23644

EDUCATION INSPECTOR
MIN. OF PRY. & SEC. EDUCATION
MARONDERA DISTRICT
05 DEC 2016
P.O. BOX 374, MARONDERA
ZIMBABWE TEL: 0279-23618

DEPUTY HEAD
NYAMENI HIGH SCHOOL
27 FEB 2017
P.O. BOX 110, MARONDERA
TEL: 0279-24129/20053

HEAD
HAGLE HOUSE
P. BAG 380
MARONDERA
TEL 078-233727/02/17
Blocher

HUMAN RESOURCES SECTION
MIN. OF PRIMARY & SECONDARY
EDUCATION (MASH. EAST PROV)
2017-02-28
P.O. BOX 752, MARONDERA
ZIMBABWE TEL: 0279-24901

Appendix 5: Letter of permission

Reference:

E. C. No.:

All communications should be addressed to
"The Provincial Education Director
Mashonaland East Province"
Telephone: 0279-24811/4 and 24792
Telex :
Fax: 079-24791



Ministry of Education, Sport & Culture
Mashonaland East Province
P.O. Box 752
Marondera
Zimbabwe

5 December 2016

Mr./Mrs./Miss Chinonona Grace
No 2531 First St
Marondera

PERMISSION TO CARRY OUT RESEARCH IN SCHOOL FOR EDUCATIONAL PURPOSES:

MR/MRS/MISS CHINONONA G.....E. C. NO.

STUDENT I. D. HEAD/TEACHER ATSCHOOL

Reference is made to your minute dated 05 December 2016.....

Please be advised that permission has been granted that you carry out research work in our schools. You are accordingly being asked to furnish the Ministry with information about your findings so that we share the knowledge for the benefit of the system as well as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

JENA . W

HUMAN RESOURCES OFFICER – DISCIPLINE
FOR PROVINCIAL EDUCATION DIRECTOR
MASHONALAND EAST PROVINCE

/mm

