AN ASSESSMENT OF TEACHERS’ POSITION ON CORPORAL PUNISHMENT IN ZIMBABWEAN’S SCHOOLS.

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Declaration

This serves to certify that this research is a product of my own work and research. It has not been submitted to any institution of Higher learning for any award. Relevant citations to sources of literature have been included, where necessary. It is submitted to Bindura University of Science Education, in partial fulfillment of the requirements for the Degree of Master of Education.

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Date: ……………………………………………………….
Dedication

This research is dedicated to my wife, Mrs Emelda Mathe, and my three beloved daughters, Amor, Helena and Unathi Mathe, and all the children of Zimbabwe.
Acknowledgements

This work was made successful by the contributions, support and motivation from various persons. So, I find it very important to convey my earnest gratitude to the following: Almighty God for giving me strength and wisdom to carry out the research, my supervisor, Mrs. C Shonhiwa for the support, guidance and patience she demonstrated throughout this research study, Mr. Muganu, the Insiza District Schools Inspector, for granting me permission to pursue my research study, all the teachers in the district secondary schools for willingly participating in the research study and for meaningfully contributing towards the fulfillment of the research aim and objectives, my colleagues, Mr. Langton Moyo, Mrs. Nomathemba Moyo Mr. Lewis Nyirenda, Leo Chowe and Victor Dube for encouraging me.
Abstract

Research shows that corporal punishment has been condemned by many in the world and nations have been called on to make plans to abolish it from all walks of life. It is one of the millennium goals of the United Nations that all countries do away with the practices as it violates the children’s rights. In Zimbabwe findings show that until recently, though still debatable, corporal punishment was lawful provided it is done according to set rules. Learners are thus still subjected to corporal punishment while teachers also find themselves at courts for administering corporal punishment on certain learners. The whole purpose of the research was to assess the teacher’s position on the abolishment of corporal punishment in schools and then make recommendations based on the outcome of the results. The researcher then carried out a survey to assess the teacher’s position on corporal punishment in schools. Teachers were given questionnaires at sports gatherings and asked to respond to them on the day. The findings of the research show that most teachers are opposed to the move by Government to abolish corporal punishment in schools as a result of various factors, which included the following; lack of awareness programs to prepare the teacher for the change, failure by ministry to provide in-service training for teachers so as to equip them for the change, and failure by colleges and universities to give a comprehensive course on the ills of corporal punishment. The researcher employed statistical methods to compare the means with an objective of finding out whether there are significant differences on the perspectives of teachers based on gender, age, experience or level of qualification. Findings show that there are some areas where there are significant differences but in most cases there are no significant differences. The researcher therefore recommends that awareness programs be carried out so as to prepare the communities and the teachers for the change, teacher’s colleges and universities that train teachers include course that train teachers on the negatives of corporal punishment as well as equip them
with acceptable methods of maintaining order and discipline in their classes. Government should in-service teachers on current methods of ensuring order and discipline in their classes. Finally this research recommends that a fund be set aside to help teachers carry out research on issues affecting them and their profession.
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CHAPTER 1:

INTRODUCTION

1.0 Background to the study

Over the years, corporal punishment has been used in schools and homes, by both teachers and parents to guide and direct children. In schools it was and is still one of the most effective ways of maintaining discipline (Wasef & Bremer, 2011). Corporal punishment has become an important tool in getting the best out of the student in an unhealthy milieu of parental expectation, competitive environment and a highly commercialised education sector (Nepal, 2010). Corporal punishment has traditionally been recognised as a way of controlling behavioural problems in the classroom, and until recently, was accepted in cultures all over the world. The Zimbabwean government, like most of the countries in the world has finally taken to abolish the use of corporal punishment in schools (Angela, 2002). Research also states that effective discipline is needed in school for good academic achievement because when there is effective discipline in a school and in the classroom, effective teaching and learning can take place (Madziyire, 2012). In this study, the abolishment of corporal punishment from schools comes with a few challenges among most teachers as most of them have relied on it for disciplinary cases and even for ensuring good results from learners. Teachers in schools need therefore to find new ways of maintaining discipline, in their classes and schools so as to maintain or achieve effective learning. The shift from corporal punishment will not be ease for most teachers as some of them have been in the field for a long period and believe heavily in corporal punishment. Teachers also face some lawsuits as parents take them to court for administering corporal punishment to their children. A lawsuit has been filed
against a local primary school in Harare for allegedly grievously assaulting a Grade One pupil in class following the parents’ failure to mark her homework. According to the case statement, the six-year-old pupil (name withheld for legal reasons), was spanked by her teacher with a thick rubber pipe because her mother had not marked and signed the homework she had done (Munyoro, 2016). The court application filed by constitutional lawyer Tendai Biti at the High Court in June last year, was on behalf of a parent whose child was beaten by a teacher at Belvedere Primary School in Harare, (Nemukuyu, 2017). This was yet another case, where a teacher was taken to court for administering corporal punishment to a pupil in her class. This study therefore intends assess the teachers’ views on the move to abolish corporal punishment in schools.

1.2 Statement of the problem

Teachers in Zimbabwe today face a challenge of maintaining order and discipline in their classes without the use of corporal punishment (New Zimbabwe, 2017) Most of the teachers, have been brought up and taught in systems that strongly subscribe to the use of corporal punishment as the most effective way of bringing out desired results (Chikowore, 2014). Today the use of Corporal punishment is being outlawed, in Zimbabwe, and teachers and parents have to implement the abolishment of corporal punishment in their work of raising children (Chikowore, 2014). Outlawing corporal punishment would have serious impact on our education system in that teachers will find it extremely difficult to enforce discipline and impart education to the children. In other words, control becomes difficult which would compromise education delivery (NewZimbabwe.com, 2017). The abolishment of corporal punishment in schools will definitely affect some of the teachers as one of their pillars in maintaining order and discipline is being plugged off. This research therefore seeks to highlight the teacher’s position on abolishment of the corporal punishment.
1.3 Research questions/Aim/Objectives

1.3.1 Research aims

The main aim of this research was to assess the teacher’s position concerning corporal punishment in school.

1.3.2 Research questions

To achieve the aim, the following research questions were answered

1. Did the policy maker and the education authorities involve the teacher concerning the ban of corporal punishment in school before passing the law?
2. How prepared are the teachers in the implementation of the ban of corporal punishment in schools?
3. Are there any in-service courses to equip the teachers in maintaining order and discipline in schools without the use of corporal punishment?
4. What policies have been put in place to ensure successful implementation of the abolishment of corporal punishment?
5. Did the policy makers involve parents concerning the ban of corporal punishment?

1.3.3 Research objectives

To answer the research questions, the following objectives had to be achieved.

1. To find out whether teachers were consulted regarding the decision to abolish corporal punishment in schools.
2. To explore the teacher’s position on the abolishment of corporal punishment in schools.
3. To find out what steps were taken to prepare the teachers for the abolishment of corporal punishment

4. To find out whether parents and guardians were consulted regarding the decision to abolish corporal punishment in schools

5. To highlight some alternative methods teachers can use so as to ensure meaningful teaching and learning in their classes.

1.4 Assumptions

In order to carry out this research, the following assumptions were made.

Most teachers in Zimbabwe believe corporal punishment is the most effective way of maintaining order and ensuring discipline in school.

Teachers believe that corporal punishment can ensure hard work and good performance from learners.

Parents at home also use corporal punishment in disciplining their children.

Corporal punishment has its negative effects on the learners.

1.5 Significance of the study

The findings of this study are beneficial to students, teachers, policy makers and other stakeholders. The results can inform future policy direction concerning corporal punishment. The study also raises awareness on whether teachers observe rules and regulations regarding the use of corporal punishment. Being aware of the rules and regulations will protect teachers against possible legal suits for inappropriate administration of corporal punishment. Observing rules and
regulations regarding corporal punishment will also protect students from the associated physical and emotional abuse.

### 1.6 Limitations of the study

The findings of this study would have limited generalisability due to a small sample used. Researcher will only cover some secondary schools in Insiza District, due to limited financial resources as the researcher had to fund all his movements. Time available for the researcher also affected the findings as this course is done on part time basis.

### 1.7 Delimitations of the study

The researcher delimited the study to five secondary school teachers and parents in Insiza District, in Matabeleland South Province in Southern Zimbabwe. Views from 65 teachers and 20 parents were used in the research. Perceptions from other stakeholders like heads, education inspectors and pupils were not used for this study.

### 1.8 Definition of terms

In this research, the following words will be key: corporal punishment, punishment and discipline

#### 1.8.1 Corporal punishment;

Corporal punishment is the intellectual infliction of pain or discomfort and/or use of physical force upon a student with the intention of causing the student to experience bodily pain so as to correct or punish student behaviour. Methods such as hitting, slapping,spanking, pinching, kicking, punching, shoving, use of objects like belts and sticks are employed to cause physical pain in order to change behaviour (Simuforosa, 2015).
1.8.2 Punishment

Punishment involves the intentional infliction of pain or something unpleasant on someone who has committed such a breach of rules. The pain also must be inflicted by someone who is in authority, who has a right to act in this way (Chemhuru, 2010).

1.8.3 Discipline

discipline entails order, stability, tranquillity, smooth running, self-control and management, good rapport as well as abiding by regulations which establishes equilibrium (Hapanyengwi-Chemhuru, 2015).
CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter the research seeks to explore the work done by different individuals who have made good contributions on the effects of corporal punishment and its abolishment. The abolishment of corporal punishment is not unique to Zimbabwe, some countries abolished it more than three decades ago.

2.1 Abolishment of corporal punishment in the world

During the past 20 years, however, there has been a growing outcry worldwide condemning the practice of corporal punishment on school children (Human Rights Watch, 1999). Many human rights and child- centred bodies worldwide have denounced corporal punishment in schools and officially recommended that it be abolished. The United Nations Convention on the Rights of the Child has criticized governments for permitting corporal punishment in public and private schools (Busienei & Box, 2012).

Several research reports reinforced the need for parents and teachers to seek alternative methods of managing discipline citing many physical and psychological consequences of corporal punishment on students. The convention has repeatedly stated that corporal punishment violates the fundamental principles of the convention on the rights of the child and called for governments to develop legislative frameworks to prohibit all forms of corporal punishment (UNCRC, 1994).

In response to global advocacies and research suggestions, many countries have taken steps to
Prohibit or to limit corporal punishment (Human Rights Watch, 1999). Some of these restrictions have taken the form of statutes or court decisions that outlaw all forms of corporal punishment among children in schools or at home (Busienei & Box, 2012). Others rescind common law immunity for educators who administer corporal punishment, especially the corporal punishment that is considered similar to other forms of assault and battery (Slee, 1995; Human Rights Watch, 1999). For instance, corporal punishment was banned both in schools and homes in Sweden in 1979 (Busienei & Box, 2012) In order to make parents take the law seriously, the Swedish Ministry of Justice carried out an extensive pamphlet distribution to households with information on the law and suggestions of alternatives to corporal punishment (Save the Children Sweden, 2000) Presently, many states in the world have prohibited the use of corporal punishment in all contexts, at schools or homes (Human Rights Watch, 1999).

2.2 Prohibition of corporal punishment in Africa

Several African states, such as Burkina Faso, Ethiopia, Namibia, South Africa and Kenya, have equally outlawed the use of corporal punishment in schools. In Kenya, the outlawing of corporal punishment has principally resulted from the Children Act (2001), which has declared such a practice unconstitutional (Busienei & Box, 2012). Corporal punishment was banned in Kenyan schools in the year 2001 through Legal Notice No. 56 of 2001 (Busienei & Box, 2012).

In South Africa Corporal punishment was outlawed in 1996 through their constitution (NTULI, 2012) The South African Schools Act (SASA) (84 of 1996: s.10) states that : (1) “no person may administer corporal punishment at a school to a learner ; (2) any person who contravenes subsection 1 is guilty of an offence and liable on conviction to a sentence which could be imposed for assault ”(NTULI, 2012)
2.3 Corporal Punishment in Zimbabwe

In Zimbabwe, Corporal punishment is lawful in the homes. The Constitution (1979, as amended 1990) allows “moderate” corporal punishment “in appropriate circumstances upon a person under the age of eighteen years by his parent or guardian or by someone in loco parentis or in whom are vested any of the powers of his parent or guardian” (article 15). The Criminal Law (Codification and Reform) Act (2004) states in article 241 that “(2) (a) a parent or guardian shall have authority to administer moderate corporal punishment for disciplinary purposes upon his or her minor child or ward” (Newell, 2011).

Corporal punishment is lawful in schools, for boys, under article 241 of the Criminal Law (Codification and Reform) Act, article 15 of the Constitution, and article 66 of the Education Act (2004).

In the penal system, corporal punishment is lawful as a sentence for crime for males under the age of 18. The Constitution allows corporal punishment “in execution of the judgment or order of a court, upon a male person under the age of eighteen years as a penalty for breach of any law” (article 15). Article 336 of the Criminal Procedure and Evidence Act (1927) lists corporal punishment as an available sentence for boys convicted of any offence; article 353 prescribes how this is to be carried out – up to six strokes, inflicted in private, following certification by a medical practitioner that the boy is fit to receive the punishment; the parent or guardian has a right to be present. Articles 101 to 105 of the Prisons Act also prescribe how a sentence of corporal punishment should be carried out, and state that it should not be inflicted in installments. Corporal punishment is lawful as a disciplinary measure in penal institutions under article 15 of the Constitution and article 241 of the Criminal Law (Codification and Reform) Act (Newell, 2011).
Corporal punishment is lawful in the alternative care settings under article 15 of the Constitution and article 241 of the Criminal Law (Codification and Reform) Act (Newell, 2011).

Until recently, the Zimbabwean education system was using the Secretary of Education, Statutory Instrument No. 362 (Disciplinary Powers) Regulations, 1998. This instrument instructs heads of schools to strictly follow laid-down procedures and use it only as the very last resort. Some of the laid down procedures are as follows;

- Corporal punishment may only be inflicted in cases of insubordination, indecency or other offences like gravity.
- In terms of Statutory Instrument 362 of 1998, no girl shall be subjected to corporal punishment. Where corporal punishment has to be resorted to, the following guidelines have to be followed:
  - It shall only be applied by the Head of the school.
  - A head can delegate the administration of corporal punishment to any one of the senior teachers.
  - If delegated as above, it must be carried out in the presence of the Head.
  - Superintendents/housemasters can apply corporal punishment in their own hostels where authority has been delegated to them by the Head.
- Corporal punishment at all schools shall be inflicted on the buttocks with a suitable strap, cane or smooth light switch (Makwanya et al, UZ, 2012)

However, the coming in of the Constitution of Zimbabwe Amendment (No. 20) Act in 2013 gave birth to a new era in Zimbabwe as regards corporal punishment. The new Constitution does not allow for corporal punishment in any form (legal resources foundation, 2014). What this basically means is that a child (anyone below the age of 18 years) cannot be subjected to corporal
punishment at school, home or as a form of punishment by the courts (legal resources foundation, 2014). This is a welcome development as it recognises that corporal punishment is cruel, inhuman and degrading as a form of punishment. The development also ensures that there is no discrimination between boys and girls (legal resources foundation, 2014).

2.3 Effects of Corporal Punishment

Many researchers have written documents that either support the abolishment of corporal punishment or condemn it. Researchers that criticise the effectiveness of corporal punishment dwell much on the disastrous effects of using ‘corporal punishment’ with very little to no effort to suggest improvements to make it acceptable as any other technique for behaviour correction. A research carried out by Smith et al. (2004) on the guidance and discipline of children suggests that corporal punishment as a method of disciplining children is both ineffective and harmful. Linke (2002:28) says, “Corporal punishment teaches a child that problems can be addressed through physical aggression thereby increasing more disciplinary problems in class.” It can be concluded that punishing a wrongdoer by inflicting pain conveys the message that violence is an appropriate way to settle differences or to respond to problems. One teaches the child that if one does not like what somebody does, it is acceptable to inflict pain on that person (Mbengo & Wadesango, 2014).

A common effect of corporal punishment is a growing fear of teachers among school children and dislike towards school. Harsh discipline hampers children’s motivation and ability to learn leaving them in a vicious circle of low achievement, repetition, rejection and ultimate withdrawal from the educational process (Mishra, 2010). Also, an Australian study revealed that the corporal punishment by parents too was shown to be significantly associated with psychological
maladjustment in children and this association was enhanced by child witnessing or experiencing violence from community, teacher and peer (Mishra, 2010).

Mishra (2010, 101) also argues that, “Acceptance of the need for physical punishment in schools as a way of teaching and instilling discipline in children may be perpetuated by parents, particularly fathers in the belief that in the absence of corporal punishment, children will go astray.”

Also corporal punishment can produce feelings of helplessness, guilt, violation, loss of control and lowered self-esteem. Children who are subjected to physical punishment behave more aggressively than those who are not (Mishra, 2010). Studies show that child abuse and physical violence in the early years contribute significantly to a higher risk of children turning violent to themselves. Beating a child not only causes pain, injury and at times permanent disability and mental health problems, but has also been linked to an increased tendency for suicide or homicide. Time has come to re-examine the saying “Spare the rod and spoil the child”. The best way to stop this practice is through a holistic approach at different levels (Mishra, 2010).

Mishra (2010, 104) stated the following as Consequences of Corporal Punishment in students and teachers. For students Mishra (2010, 104) categorised these as psychological consequences and social consequences

2.4 Psychological Consequences or Effects

These included; poor concentration, loss of creativity and self-esteem, loss of interest in studies, feelings of helplessness, demoralization, inferiority complex, lethargy, lack of expression, phobia, personality disorders, hallucinations, anxiety and panic attack, eating and sleep disorders, depression, alcohol and drug abuse, suicide, and hysteria (Mishra, 2010).


2.4.1 Social Consequences or Effects

Social effects included the following; creation of an uncivilized environment, death, gang formation, anti-social activities, feelings of disrespect for teachers, destruction of public property, taking revenge of punishment in school, involvement in destructive activities, becoming drug addicts, disobeying elders, parents and teachers, school dropout, finding it difficult to adjust, and social activity hampered (Mishra, 2010).

Hence, such physically abused students often have difficulty with sleeping, fatigue, experience feelings of sadness and worthlessness, harbour suicidal thoughts, manifest anxiety episodes, increased anger with feelings of resentment and outbursts of aggression, deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behaviour, intense dislike of authority, a tendency for school avoidance and school dropout and other high risk adolescent behaviours (Dubanoski et al., 1983; Hyman, 1988; Hyman et al., 1982). This appears to be consistent with research that claims that physically abused children tend to become more rebellious and are more likely to demonstrate vindictive behaviours within the school or home (Poole et al., 2003).

2.4.2 Consequences for Teachers

Consequences of corporal punishment on teachers include the following; Teachers lose their jobs, Students take revenge, threats from students and parents, file case in court against teachers by parents, transferred to another school, worsening of relationships with parents and students, and will also be required to pay medical compensation for treatment (Mishra, 2010).

Some researchers, however, still argue that corporal punishment should be allowed in schools and homes as they believe that Corporal Punishment is part of the African Culture (Ngwenya, 2013).
Most studies available appear to suggest that African parents believe that corporal punishment is part of the African culture of child-rearing practices (Dow & Mogwe, 1992; Sebonego, 1994; Shumba, 2003a & 2001; Zindi, 1995). As such, it has now become common practice by most African parents to use corporal punishment to discipline their children at home and that some parents believe that corporal punishment makes pupils ‘perform well’ in school (Shumba, 2003a,b & 2001). As such, some of the parents seem to be completely and totally oblivious of the laws and regulations that govern the treatment of pupils by their teachers in schools because whatever teachers do is believed to be ‘always right’ (Dubanoski, Inaba & Gerkewicz, 1983; Shumba, 2003b).

There is also a belief that without Corporal punishment, pupils will stray and academic success will be compromised (Ngwenya, 2013). One other factor that teachers generally agree has brought about an increase of indiscipline among pupils in Zimbabwean schools is the abolishment of corporal punishment (Chikowore, 2014). Children’s behaviour has grown considerably worse since the abolition of corporal punishment by the Ministry of Primary and Secondary Education. Since the abolition of corporal punishment there have not been effective ways of dealing with misbehaviour (Chikowore, 2014) as teachers said detentions fail to deter pupils, while exclusions and suspensions are only handed out in the most serious cases because the Ministry of Primary and Secondary Education takes a dim view of school that regularly exclude children (Gutuza & Mapolisa, 2015).
2.5 Societal Beliefs on Corporal Punishment

Other studies on why some teachers use corporal punishment in schools suggest that there is violation of stipulated laws and regulations because of certain beliefs regarding the effectiveness of corporal punishment and on lack of knowledge concerning disciplinary alternatives to corporal punishment in schools (Newell, 1993; Payne, 1989; Zindi, 1995). For example, Dubanoski et al. (1983) found that both society and teachers hold four common myths about corporal punishment: the belief that corporal punishment builds character; the belief that corporal punishment teaches respect; the belief that corporal punishment is the only thing some children understand; and the belief that without corporal punishment, behavioural problems increase (Shumba, 2003b).

Other studies found that some cultures view the deliberate infliction of pain on children ‘as vital to the development of strength, endurance and cultural allegiance’ (Anderson & Payne, 1994; O’Brian & Lau, 1995; Payne, 1989). Similarly, in some cultures, corporal punishment is viewed as an instrument used in teaching the child values and norms of the society during the parenting process (Benatar, 2004; Straus, 1991).

Current research notes that parents and teachers who were physically abused as children are more supportive of corporal punishment than those who were not (Climinillo, 1980; Hyman, 1988). This implies that violence is transferred from generation to generation and perhaps a suggestion why some teachers use corporal punishment in schools. Some parents who were beaten at home or school claim that they never suffered any negative consequences (Hyman, 1988; Payne, 1989; Poole).
Acceptance of the need for physical punishment in schools as a way of teaching and instilling discipline in children may be perpetuated by parents, particularly fathers in the belief that in the absence of corporal punishment, children will go astray (Mishra, 2010). Some child-rearing practices within the home mandate parents to use corporal punishment when disciplining their own children but the laws and regulations within the schools bar teachers from using corporal punishment (Shumba, Mpofu et al, 1995).

Literature also states that some parents, including teachers strongly argue that corporal punishment is biblical, and its abolishment is wrong and against God’s word.

‘Furthermore, the use of corporal punishment in education also appears early in the recorded history of Western Judeo-Christian cultures. It has been noted that the Victorians attributed the expression "spare the rod and spoil the child" to Solomon, who is thought to be the author of Proverbs." In Christian theology, the use of corporal punishment is historically related to concepts of original sin and the need to combat Satan by "beating the devil" out of children (Bartman, 2001).

History and the Bible are said to approve of the threat and force of disciplining children. Children were said to be born with devil in them so beating them drove the devil out of them. Teachers and the public looked at corporal punishment as taking the role of the parent to maintain order in the classroom (Hunt, 2014). The following quotations from the King James Version (KJV) of the Bible are a basis for most Christian teachers and parents for believing strongly to the use of corporal punishment as way of ensuring discipline (Scott, 2017):

\textbf{Prov 13:24}: "He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes (diligently)."
Prov 19:18: "Chasten thy son while there is hope, and let not thy soul spare for his crying."

Prov 22:15: "Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him."

Prov 23:13: "Withhold not correction from the child: for if thou beatest him with the rod, he shall not die."

Prov 23:14: "Thou shalt beat him with the rod, and shalt deliver his soul from hell (Shoel)."

Prov 29:15: "The rod and reproof give wisdom: but a child left to himself bringeth his mother to shame."

An additional verse from the New Testament is occasionally cited as justification for physical punishment of children
CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction
In this chapter the researcher describes the characteristics of the target, group known as the research population. The chapter will also dwell on the sample and sampling techniques employed in this study, as well

3.1 Research design
The study employed the qualitative methodology and made use of a survey research design. The study employed the convenience sampling technique to select the respondents because it permitted the researcher access to the respondents within his convenience. The researcher distributed the questionnaires to the target teachers and collected them during the sporting activities at cluster and district levels. Prior to distribution of the instruments, permission had been sought through the District Education Officers office to carry out the study. Data collected from the questionnaires were computed and presented in tables and inferential implications from them derived and recorded

3.2 Target population
The total population that the researcher specifies in research is referred to as the target population (Kavula, 2014). Insiza district comprises of 27 secondary schools and 76 primary schools. Among the secondary schools there are 3 boarding schools one of which is a girls only and the other two are mixed. All these Boarding schools are in farms. The rest of the secondary schools are mixed day schools with, one situated at a growth point and the rest in rural areas. All the primary schools
are mixed and situated in rural areas except for two that are at a growth point. The target population for this study was 27 public secondary schools and 76 primary schools in Insiza District. The study therefore targeted 376 secondary school teachers and 27 Schools Development Committee chairpersons as important stakeholders in schools.

3.3 SAMPLING TECHNIQUE

Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Etikan, Musa, & Alkassim, 2016). It is also referred to the researching subjects of the population that are easily accessible to the researcher. Convenience samples are sometimes regarded as ‘accidental samples’ because elements may be selected in the sample simply as they just happen to be situated, spatially or administratively, near to where the researcher is conducting the data collection (Etikan et al., 2016). As the name implies, convenience sampling involves choosing respondents at the convenience of the researcher.

A drawback to this methodology is the lack of sampling accuracy. Because the probability of inclusion in the sample is unknown for each respondent, none of the reliability or sampling precision statistics can be calculated. Convenience samples, however, are employed by researchers because the time and cost can be reduced. Convenience Sampling is affordable, easy and the subjects are readily available.

The main assumption associated with convenience sampling is that the members of the target
population is homogeneous. That is, there would be no difference in the research results obtained from a random sample, a nearby sample, a co-operative sample, or a sample gathered in some inaccessible part of the population (Etikan et al., 2016)

The obvious disadvantage of convenience sampling is that it is likely to be biased (Mackey & Gass, 2005). The results from the sample are thus specific to the selected group and should not be generalized. Convenience sampling is also said to have problems of outliers, where an element that does not belong to the group is included. For example in a sporting activity, all officiating officials may not be necessarily teachers and the researcher may include that person without knowing.

3.4 Sampling procedure

The researcher targeted teachers that will be involved in the Zonal and district sporting activities. This reduced the transport cost for the researcher and also ensured high percentage of respondents. All the teachers present at the zonal and district competitions were each given a questionnaire and asked to respond before the games could start so as to avoid losing them. At district level, the researcher avoided those teachers that responded at zonal level.

3.5 Data presentation and analysis procedures

The data were analysed using the statistical package called Statistical Package for Social Sciences (SPSS). For the sake of simplicity and interpretively, the results were first tallied and then presented in descriptive form to bring out frequencies, cross tabulations, means, standard deviations and cross-tabulations.


3.6 Procedures of collecting data

A survey was used as a style of research. It is a style of research that is often used by researchers in the interpretive paradigm. One of the many reasons why a survey was chosen is that it may use a combination of both quantitative and qualitative data (Betram and Christiansen, 2014). As with this research, in a survey, the researcher aims to capture the reality of the participants lived experiences of and thoughts about a particular situation (Cohen, Manion and Morison, 2000)

The data was collected from the selected respondents using a questionnaire. The questionnaire was selected as a suitable tool in the collection of data because of its convenience. The questionnaire was designed in such a way that all the information that is required to answer the research questions was encompassed. The questionnaire was handed out directly to the respondents by the researcher. 80 questionnaires were administered to respondents selected from the different schools. 65 questionnaire were responded to and received back whilst the other 15 either went missing, were spoilt or not filled

3.7 Summary

In summary, chapter three seeks to unveil methods that were used in data collection and analysis procedures. The procedures for data collection and analysis were followed and this led to the successful execution of the tasks planned for in this chapter. A number of challenges however were faced in the collection and analysis of the data. The problems included the high costs of printing of questionnaires, lack of co-operation from the selected respondents and inadequate knowledge on the use of the statistically packages for data analysis. To counter these problems, the researcher constantly went round asking and encouraging the respondents not to forget the task brought before them.
CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

After the data has been collected, it has to be subjected to statistical packages for analysis. The analysis of the data is done in order to make the data interpretation easy. Raw data collected from the study is meaningless to the reader until it is analysed and interpreted. This chapter seeks to analyse the data that was collected from the field so that interpretation and meaning may be obtained from the data collected.

4.1 PURPOSE AND OBJECTIVE OF THE STUDY

The purpose of the study was to assess the teachers’ position on corporal punishment in Zimbabwean’s schools, with particular reference to Insiza Secondary schools. The analysis will be guided by the following objectives.

1. To find out whether there was teachers’ involvement on the ban of corporal punishment in school
2. To explore the teacher preparedness in the implementation of the ban of corporal punishment in schools
3. To find out what steps were taken to prepare the teachers for the abolishment of corporal punishment
4. To establish policies formulated to ensure successful implementation of the abolishment of corporal punishment?
5. To find out whether parents and guardians were consulted regarding the decision to abolish corporal punishment in schools
The data was then collated and tabulated into the statistical program Statistical Programme for Social Sciences (SPSS) following which the results were first tallied and then presented descriptive form to bring out frequencies, cross tabulations, means, standard deviations and cross-tabulations.

Table 4.1: Reliability Test

<table>
<thead>
<tr>
<th>Objective</th>
<th>Cronbach’s Alpha</th>
<th>Range</th>
<th>Items selected</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers involvement</td>
<td>.784</td>
<td>$0.8 &gt; \alpha \geq 0.7$</td>
<td>6</td>
<td>Acceptable</td>
</tr>
<tr>
<td>teacher preparedness</td>
<td>.822</td>
<td>$0.8 &gt; \alpha \geq 0.7$</td>
<td>6</td>
<td>Acceptable</td>
</tr>
<tr>
<td>steps taken to prepare the teachers</td>
<td>.835</td>
<td>$0.8 &gt; \alpha \geq 0.7$</td>
<td>7</td>
<td>Acceptable</td>
</tr>
<tr>
<td>policies formulated</td>
<td>.739</td>
<td>$0.8 &gt; \alpha \geq 0.7$</td>
<td>9</td>
<td>Acceptable</td>
</tr>
<tr>
<td>parents and guardians involvement</td>
<td>.949</td>
<td>$0.8 &gt; \alpha \geq 0.7$</td>
<td>10</td>
<td>Acceptable</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>.715</td>
<td>$0.8 &gt; \alpha \geq 0.7$</td>
<td></td>
<td>Acceptable</td>
</tr>
</tbody>
</table>

According to the table 4.1 above, the overall test revealed an average Cronbach alpha of .813. The results show internal consistency between variables. A reliability coefficient of .70 or higher is considered acceptable in most social science research.
Demographic details

An analysis of Table 4.2 above revealed that 61.5% of the teachers were male where as 38.5% of the respondents in the teacher category were female. The above therefore show that the majority of the teachers at the schools were male.

Table 4.2 showing teachers’ gender

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>40</td>
<td>61.5</td>
<td>61.5</td>
<td>61.5</td>
</tr>
<tr>
<td>female</td>
<td>25</td>
<td>38.5</td>
<td>38.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The study then took an interest in the parents’ gender. Findings showed that 60% of the respondents’ in the teacher category were male as compared to 40% of respondents in the teacher category who were female.

Table 4.3 showing the parents gender

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>12</td>
<td>60.0</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>female</td>
<td>8</td>
<td>40.0</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
An analysis of Table 4.4 above revealed that 30.8\% of the teachers were aged 30 years, below 36.9\% of the respondents teachers were aged between 31 years and 39 years, 18.5 were aged between 40 years and 49 years while 13.8 The above therefore show that the teachers at the schools had a wide range of ages, giving a true representation of the community.

The study took an interest in the teachers’ highest educational qualification. Findings on Table 4.5 above showed that the highest percentage of teachers held a graduate qualification with Education.
This was followed by 35.4% of respondents who held a Diploma qualification, only 16.9% of teachers held a graduate without education qualification.

**Table 4.6 showing teachers’ level of experience in teaching**

<table>
<thead>
<tr>
<th>Experience Range</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>3</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>6-10 years</td>
<td>30</td>
<td>46.2</td>
<td>46.2</td>
<td>50.8</td>
</tr>
<tr>
<td>11-15 years</td>
<td>18</td>
<td>27.7</td>
<td>27.7</td>
<td>78.5</td>
</tr>
<tr>
<td>16-20 years</td>
<td>13</td>
<td>20.0</td>
<td>20.0</td>
<td>98.5</td>
</tr>
<tr>
<td>21+</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

When asked about their level of experience, 43.1% of teachers indicated they had between 5 and 15 years of experience. This was followed by 36.9% of respondents who had less than 5 years’ experience. Only 7.7% of respondents had over 25 years of experience.

### 4.3 Teacher involvement in the ban of corporal punishment in school

This question seeks to establish the mean and standard deviation values to questions on teacher involvement in ban on corporal punishment. In this section respondents’ views on teacher’s involvement in the ban on corporal punishment were measured on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree).
Table 4.7 Descriptive Statistics on teacher involvement in the ban of corporal punishment

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops on the ban of corporal punishment were held at various levels of the ministry of education</td>
<td>65</td>
<td>3.29</td>
<td>1.618</td>
</tr>
<tr>
<td>There is a circular on the ban of corporal punishment</td>
<td>65</td>
<td>2.42</td>
<td>1.310</td>
</tr>
<tr>
<td>Our school head called a meeting to inform us about the ban of corporal punishment</td>
<td>65</td>
<td>3.65</td>
<td>1.082</td>
</tr>
<tr>
<td>Workshops on corporal punishment abolition were held at national level only</td>
<td>65</td>
<td>2.78</td>
<td>1.218</td>
</tr>
<tr>
<td>Did teachers accept the ban of corporal punishment</td>
<td>65</td>
<td>2.23</td>
<td>1.012</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>65</td>
<td>3.3738</td>
<td>.54379</td>
</tr>
</tbody>
</table>

Table 4.7 above indicates teacher’s involvement in the ban on corporal punishment

The mean of 3.29 indicates “not sure” that most teachers are saying that sometimes workshops on the ban on corporal punishment were held. The standard deviation of “1.618” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether teachers workshops on the ban on corporal punishment were held.

The mean of 2.42 indicates “disagree” that teachers are disagreeing on the fact that there is a circular on the ban on corporal punishment. The standard deviation of “1.310” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether there is a circular on the ban of corporal punishment.
The mean of 2.23 indicates “disagree” that teachers are disagreeing that they accepted the ban on corporal punishment. The standard deviation of “1.012” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether they accepted the ban on corporal punishment.

The overall mean response score of 3.37 indicates “not sure” that the majority of teachers are saying some of them may have been consulted on the ban on corporal punishment. The standard deviation of “.54379” shows that the teachers were homogeneous in their responses, therefore this means that teachers had similar and common viewpoints on whether there was teacher involvement on the ban on corporal punishment.

4.4 **Teachers’ preparedness in the implementation of the ban of corporal punishment in schools.**

This question seeks to establish the mean and standard deviation values to questions on teacher involvement in ban on corporal punishment. In this section respondents’ views on teacher’s involvement in the ban on corporal punishment were measured on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree).
Table 4.8 Descriptive Statistics showing teachers preparedness on the ban on corporal punishment

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are well trained and have better ways of enforcing discipline in their classes without turning to the use of corporal punishment.</td>
<td>65</td>
<td>2.16</td>
<td>1.310</td>
</tr>
<tr>
<td>Schools arranged some school based staff development programs on the ban of corporal punishment.</td>
<td>65</td>
<td>2.30</td>
<td>1.240</td>
</tr>
<tr>
<td>Teachers never received any preparation for implementing the ban of corporal punishment</td>
<td>65</td>
<td>4.66</td>
<td>1.189</td>
</tr>
<tr>
<td>Teachers were given some pamphlets on the ban of corporal punishment</td>
<td>65</td>
<td>2.25</td>
<td>1.146</td>
</tr>
<tr>
<td>Teachers were given time to air their views concerning the ban of corporal punishment.</td>
<td>65</td>
<td>2.48</td>
<td>1.147</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>65</td>
<td>2.7292</td>
<td>.41748</td>
</tr>
</tbody>
</table>

Table 4.8 above indicates teacher’s level of preparedness on the ban on corporal punishment

The mean of 2.16 indicates “disagree” that most teachers are disagreeing that they were well trained to have better ways of enforcing discipline in their classes without turning to the use of corporal punishment. The standard deviation of “1.310” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether they were well trained to have better ways of enforcing discipline in their classes without turning to the use of corporal punishment.

The mean of 2.30 indicates “disagree” that most teachers are disagreeing that schools arranged some school based staff development programs on the ban of corporal punishment. The standard deviation of “1.240” shows that the teachers were heterogeneous in their responses, therefore this
means that teachers had dissimilar and varied viewpoints on whether schools arranged some school based staff development programs on the ban of corporal punishment.

The mean of 2.25 indicates “disagree” that most teachers are saying they were never given some pamphlets on the ban of corporal punishment. The standard deviation of “1.1146” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether they were given some pamphlets on the ban of corporal punishment.

The mean of 2.48 indicates “disagree” that most teachers are saying they were never given time to air their views concerning the ban of corporal punishment. The standard deviation of “1.1147” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether they were given some pamphlets on the ban of corporal punishment.

The overall mean response score of 2.4292 indicates “disagree” that the majority of teachers are saying their level of preparedness on the ban on corporal punishment was low. The standard deviation of “.417” shows that the teachers were homogeneous in their responses; therefore this means that teachers had similar and common viewpoints on whether their level of preparedness on the ban on corporal punishment was normal.

4.5  In-service courses to equip the teachers in maintaining order and discipline in schools without the use of corporal punishment.

This question seeks to establish the mean and standard deviation values to questions on the teacher’s perception on the ban. In this section respondents’ views on in service courses to equip teachers on corporal punishment were measured on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree).
Table 4.9 Descriptive Statistics on in-service courses to equip the teachers

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers received in-service courses to equip them in maintaining order in</td>
<td>65</td>
<td>3.62</td>
<td>1.128</td>
</tr>
<tr>
<td>their schools without the use of corporal punishment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teachers received some in-service courses on alternative methods of</td>
<td>65</td>
<td>3.48</td>
<td>1.612</td>
</tr>
<tr>
<td>maintaining discipline in their classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are well trained and have better ways of enforcing discipline in</td>
<td>65</td>
<td>3.46</td>
<td>1.174</td>
</tr>
<tr>
<td>their classes without turning to the use of corporal punishment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleges and Universities have introduced courses on alternative to</td>
<td>65</td>
<td>2.66</td>
<td>.871</td>
</tr>
<tr>
<td>corporal punishment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-service courses offer to teacher were of benefit in the</td>
<td>65</td>
<td>3.33</td>
<td>1.098</td>
</tr>
<tr>
<td>abolishment of corporal punishment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>65</td>
<td>3.4723</td>
<td>.47812</td>
</tr>
</tbody>
</table>

Table 4.9 above indicates on in service courses to equip teachers on the ban on corporal punishment. The mean of 3.62 indicates “agree” that most teachers are agreeing that they received in service courses to equip them in maintaining order in their schools without the use of corporal punishment. The standard deviation of “1.128” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether they received in service courses to equip them in maintaining order in their schools without the use of corporal punishment.

The mean of 3.46 indicates “not sure” that most teachers are agreeing that they are well trained and have better ways of enforcing discipline in their classes without turning to the use of corporal punishment.
punishment. The standard deviation of “1.174” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether they are well trained and have better ways of enforcing discipline in their classes without turning to the use of corporal punishment.

The overall mean response score of 3.4723 indicates “not sure” that the majority of teachers received in service courses to equip them about the ban corporal punishment. The standard deviation of “.478” shows that the teachers were homogeneous in their responses, therefore this means that teachers had similar and common viewpoints on whether they received in service courses to equip them about the ban corporal punishment.

4.6 Policies to ensure successful implementation of the abolishment of corporal punishment.
This question seeks to establish the mean and standard deviation values to questions on the policies to ensure successful implementation of the abolishment of corporal punishment. In this section respondents’ views on policies to ensure successful implementation of the abolishment of corporal punishment were measured on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree).
Table 4.10 Descriptive Statistics on whether police should ensure successful implementation

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police officers should arrest all teachers that use corporal punishment</td>
<td>65</td>
<td>1.94</td>
<td>1.014</td>
</tr>
<tr>
<td>There are no policies put in place to ensure successful</td>
<td>65</td>
<td>4.86</td>
<td>.966</td>
</tr>
<tr>
<td>implementation of corporal punishment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are circulars that enforce the implementation of corporal punishment</td>
<td>65</td>
<td>1.85</td>
<td>1.922</td>
</tr>
<tr>
<td>Education inspectors are making follow ups on cases involving</td>
<td>65</td>
<td>3.11</td>
<td>.812</td>
</tr>
<tr>
<td>the use of corporal punishment in public schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structures were established at schools to ensure the</td>
<td>65</td>
<td>3.02</td>
<td>.857</td>
</tr>
<tr>
<td>abolishment of corporal punishment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>65</td>
<td>3.1538</td>
<td>.41649</td>
</tr>
</tbody>
</table>

Table 4.10 above indicates mean responses on whether police should ensure successful implementation of ban on corporal punishment. The mean of 1.94 indicates “disagree” that most teachers are disagreeing that police officers should arrest all teachers that use corporal punishment. The standard deviation of “1.014” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether police officers should arrest all teachers that use corporal punishment.

The mean of 1.85 indicates “disagree” that most teachers are disagreeing that there are circulars that enforce the implementation of corporal punishment. The standard deviation of “1.922” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had
dissimilar and varied viewpoints on whether there are circulars that enforce the implementation of corporal punishment.

The mean of 3.11 indicates “not sure” that most teachers are saying sometimes Education inspectors are making follow ups on cases involving the use of corporal punishment in public schools. The standard deviation of “1.812” shows that the teachers were heterogeneous in their responses, therefore this means that teachers had dissimilar and varied viewpoints on whether police officers should arrest all teachers that use corporal punishment.

The overall mean response score of 3.1538 indicates “not sure” that the majority of teachers are saying sometimes police should ensure successful implementation of the ban corporal punishment. The standard deviation of “.416” shows that the teachers were homogeneous in their responses, therefore this means that teachers had similar and common viewpoints on whether police should ensure successful implementation of the ban corporal punishment.

4.7 Parents’ involvement in the ban of corporal punishment.
This question seeks to establish the mean and standard deviation values to questions on whether parents were involved in the ban of corporal punishment. In this section respondents’ views on policies to ensure successful implementation of the abolishment of corporal punishment were measured on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree)
Table 4.11 Descriptive Statistics on parents involvement in the ban of corporal punishment

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents were given fliers informing them about the ban</td>
<td>65</td>
<td>1.89</td>
<td>.831</td>
</tr>
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<td>of corporal punishment</td>
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<tr>
<td>Parents were consulted on the abolishment of corporal punishment.</td>
<td>65</td>
<td>2.02</td>
<td>.875</td>
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<tr>
<td>Awareness programs were published in the local newspapers</td>
<td>65</td>
<td>1.83</td>
<td>.858</td>
</tr>
<tr>
<td>Parents were involved awareness on the ban of corporal punishment</td>
<td>65</td>
<td>1.77</td>
<td>.862</td>
</tr>
<tr>
<td>Government should have consulted parents before</td>
<td>65</td>
<td>3.95</td>
<td>.818</td>
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<tr>
<td>banning the use of corporal punishment in schools</td>
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Table 4.11 above indicates parental involvement in the ban of corporal punishment. The mean of 1.89 indicates “disagree” that most teachers are disagreeing that there was parental involvement on the ban on corporal punishment. The standard deviation of “.831” shows that the teachers were homogeneous in their responses, therefore this means that teachers had similar and common viewpoints on whether there was parental involvement on the ban of corporal punishment.
The mean of 1.83 indicates “disagree” that most teachers are disagreeing that awareness campaigns on the corporal punishment ban were published in the local newspapers. The standard deviation of “.858” shows that the teachers were homogeneous in their responses, therefore this means that teachers had similar and common viewpoints on whether awareness campaigns on the corporal punishment ban were published in the local newspapers.

The mean of 1.77 indicates “disagree” that most teachers are disagreeing that parents were involved on the awareness campaigns on the ban of corporal punishment. The standard deviation of “.862” shows that the teachers were homogeneous in their responses, therefore this means that teachers had similar and common viewpoints on whether parents were involved on the awareness campaigns on the ban of corporal punishment.

The overall mean response score of 2.47 indicates “disagree” that the majority of teachers are disagreeing that there was parental involvement in the ban of corporal punishment. The standard deviation of “.859” shows that the teachers were homogeneous in their responses, therefore this means that teachers had similar and common viewpoints on whether there was parental involvement on the ban on corporal punishment.

4.8 Some Responses that were not coded

Teachers admitted that corporal punishment is still practiced in their schools, even though it is supposed to be administered by the head and the deputy however some teachers seem to be practicing it unlawfully. A number of respondents chose to ignore the question as it tends to expose their practice. Literature also points that in some countries where corporal punishment was
declared illegal, teachers in those countries continued with the practice, with parents preferring to ignore such cases. Some respondent might have chosen the other option as it did not give them problems in answering the questions that followed.

Respondents felt there are some situations where corporal punishment was necessary. Insubordination, rudeness, failure to respect teachers bullying were cited as situations that can be effectively addressed by the use of corporal punishment, while some argued that children can be talked to, guided and counseled.

Most respondents argue that the abolishment of corporal punishment has seen an increase on the cases of indiscipline, the authoritative part of control has been destroyed, and that student control has become very difficult as corporal punishment made students think twice before breaking school rules, students will be free to do whatever they want to, and students will no longer have fear of being canned.

4.9 Chapter summary
In this chapter the researcher had challenges on the use and interpretation of information from SPSS, however this was short lived as the writer had to seek assistances from some specialist. The information gathered was therefore processed using means and standard deviations. The findings show that most of the teachers conquered on a number of issues right across all ages and educational qualifications.
CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter seeks to unveil the findings of the research in form of a report. It seeks to summarise the findings in a more understandable way. Chapter five is therefore a chapter that is designed to summarise all the activities of the research in a way that is understandable to the reader. In this chapter, the researcher also tries to forward recommendations of the study to stakeholders so that they may be used in implementing the ban of corporal punishment in schools or passing any legislation in schools.

The whole purpose of this study was to assess the teachers’ position with regards to the abolishment of corporal punishment and also to find out whether parents had a say with regards to the abolishment of corporal punishment in schools.

5.1 Summary of the project including constraints

Many international organisations including the United Nations have taken a stand against the use of corporal punishment in all spheres of life, regarding it as inhuman, destructive, fuelling violence, and destroying individualism. The abolishment of corporal punishment is one of the United Nations’ millennium goals and all Countries have a responsibility to ensure its abolishment in their communities. Zimbabwe, as a member of the United Nations has a responsibility to make sure that the practice is eradicated from their public systems. To achieve this, proper planning and strategies should be taken. Policy makers and implementers should engage each other so as to
avoid or reduce resistance. Teachers and parents should take full ownership of the change rather than have it imposed on them. Also the state should deploy personnel to deal with extreme cases as teachers may not be the best people to solve some issues.

The objectives of the study carried out by the researcher zeroed around assessing the attitudes of teachers towards the abolishment of corporal punishment in schools and also finding whether parents were consulted with regards to the abolishment of corporal punishment.

Since the world at large, through its various organs, different human rights activists and many non-governmental have been and are still calling for the abolishment of corporal punishment from all sets of life, it is very important that Zimbabwe also join in and act accordingly. The continued use of corporal punishment in school and at homes has become a real cause for concern. Parents and teachers should be educated on the effects and evils of corporal punishment and be equipped with skills to deal with cases of indiscipline without resorting to the use of corporal punishment. This study therefore seeks to assess the attitudes of teachers with regards to the abolishment and the continued use of corporal punishment in the Zimbabwean schools and at homes by both teachers and parents respectively. After the completion of this research, schools will be able to make informed decisions with regards to corporal punishment, knowing the evils of it and that some countries have managed to do away with it. The policy makers will also realise the importance of preparing the teachers for the change rather than just forcing their decisions on them. A change that is prepared for is mostly likely to succeed that a forced change with little or no conditioning of the mind of the implementers.

Among others, the flow of the study was disrupted by lack of interest by the respondents in the selected schools. This nearly affected the outcome of the results of the study. In an effort to counter
this problem, the researcher did not include a lot of high order questions and open ended questions in the questionnaire. This improved the interests of the respondents as they will not spend a lot of time responding to the questionnaire. The selected schools are located away from each other. To counter this possible problem, the researcher administered the questionnaires during sporting activities at zonal and district competitions levels.

The research was carried out in Zone D, and other schools that represented their zones at the district competitions at Insiza District Athletics Competitions. The schools come from all parts of the district which gave the researcher a fair representation of the district. The population size of the research was a minimum of 65 secondary school teachers from within the district.

In summary, the research found that teachers still use corporal Punishment in their classes with a few cases were they refer to the Head of the school, who will in turn corporal punish the learner, and a few that encourage strategies like talking to the child, giving a child time out or counselling the child. Some teacher confessed ignorance of the policy and circulars that stipulate the ban of corporal punishment. According to the policy, teachers should not implement anything based on the media but from circulars that come direct from their ministry. Policy makers and the Ministry of Primary and secondary education made very little or no effort to train or make teachers aware about their move to abolish corporal punishment.

The responses given by the teachers show that Teacher’s Colleges and Universities do very little if anything about corporal punishment. Though some believe that teachers are trained to use other methods of instilling discipline, the majority strongly believe that colleges are silent on the issue of corporal punishment and as teachers graduate they are integrated into a community of teachers
that practise and believe in corporal punishment. This leaves the new teacher with no option but to join in the practice.

Parents also say they were not aware of the legislation that outlaws the use of corporal punishment, and as a result they use it at homes if children misbehave. For a successful implementation of the abolishment of corporal punishment it is necessary that both parents and teacher are made aware of the move before it is made a policy. Teacher’s colleges and universities should also include in their curriculum lessons on the evils of corporal punishment and alternative methods to corporal punishment.

5.3 Conclusions

From the findings above, the following conclusions can be made. It is being realised from the research that teachers have different views of the abolishment of corporal punishment with most of them viewing the abolishment of corporal punishment as not applicable to the Zimbabwean situation. The reason for this may be that most of these teachers have been comfortable with the practice of using corporal punishment and are not willing or prepared to let go. Most of the teachers that are against the abolishment of corporal punishment state religion as the foundation of their position. Some state that it’s biblical to use a stick on the child, as the bible command it and they (parents and teachers) do not want to question the word of God.

The research also wanted to find out whether teachers were consulted on the abolishment of corporal punishment before it was implemented. Responses from the teachers show that teachers had different views, which shows that there were no clear activities meant to equip or prepare teachers for the change. If teachers are informed of the intended changes, they are mostly likely to adhere to it, with little or no problems at all. The researcher found out that teachers in private
schools in Zimbabwe, or in schools where parents are at positions of influence do not use corporal punishment at all, while those in rural schools or teaching learners from less privileged families are most likely to use corporal punishment.

In as much as the colleges and universities prepare teachers to teach and groom children, this research found out that there is little or no mention on corporal punishment. Responses from the teachers, though some feel they are equipped to deal with indiscipline without resorting to corporal punishment, show that there is very little that colleges and universities do in terms of equipping teachers to deal with cases of indiscipline. This then leaves the new teachers with no option but to follow those already in the profession.

This research also sought to find out whether the ministry had given teachers some form of preparation in the form of in service courses at school level or district level, as the researcher is a strong believer of mental preparation before a major change is to be introduced. Responses from the respondents showed that nothing was done on that line, which creates a misunderstanding between those calling for the abolishment of corporal punishment from schools and those against it abolishment.

The research project carried out was regarded as a success by the researcher as sound results were obtained from the project. A number of challenges were met during the research. These include the low participation by the respondents and the limited time in which the project was written making the other literature to be skipped in the writing of the project. A lot of effort was however in persuading the filling of the questionnaires and their submission to the researcher.
5.4 **Recommendations**

It is the recommendation of the researcher that before passing any policy the implementers or those who are directly affected be consulted about the new change. This will make them prepare psychological and thus reduce resistance to the change. Once informed each and every teacher will be busy trying to find out ways of implementing the change as his own responsibility and not as a forced idea.

Colleges and Universities also should include in their curriculum, a subject on discipline and how to enforce it without violating the learner’s right. If student teachers are taught about the ills of corporal punishment and the need to do away with it, they will most likely not practice it than when nothing is done about it at all.

The researcher would like to argue the Ministry and all policy makers to take the issue of the abolishment of corporal punishment seriously, and prepare teachers and parents toward the change. The abolishment of corporal punishment is a global issue and if Zimbabwe is to remain part of the Global community it has no choice but to make the change. Research also shows that corporal punishment was a global problem, but some countries have managed to do away with it, Zimbabwe can also manage to abolish it. Zimbabwe, not being the first to abolish corporal punishment in Africa has the privilege analysing the mistakes that other countries made and avoid such, lest they fall on the same pits that others fell into.

Finally the researcher recommends that a fund be set for teachers to make research on controversial issues like the abolishment of corporal punishment and by so doing teachers will become equipped. Currently research on corporal punishment is done by Scholars, Professors and Lecturers at
universities and their finding never reach the teachers and parents, but if these research were done by teachers, for teachers then results for the findings would be beneficial.
References


https://explorable.com/stratified-sampling


APPENDICES

Appendix A

QUESTIONNAIRE FOR TEACHERS

My name is Tsepang Mathe and I am currently studying towards a Master of Science Education Degree in Physics at Bindura University of Science Education, Zimbabwe. In order to complete this degree program, I am required to carry out a research project and submit a written thesis to the university. This questionnaire there seeks to gather information on the discipline of pupils in schools under the title, *Corporal punishment in Zimbabwe’s schools: a teacher’s position*

The aim of the study is to explore teacher’s attitudes towards discipline in the classroom. Specific areas of focus are teacher’s views on the abolition of corporal punishment and the trainings they received to deal with cases of indiscipline as they have to abolish corporal punishment in their classes.

Your co-operation in completing this questionnaire will assist me in reaching my aims. Furthermore, the information gained will help make recommendations towards the support needed with regards to the abolishment of corporal punishment in schools.

**INSTRUCTIONS**

You are kindly requested to complete this questionnaire truthfully and honestly by inserting a tick (✓) against your option in the appropriate box and offer explanations for the questions that require your answer through a word of explanation. For confidentiality purposes, you need not write your name on the questionnaires. Your cooperation and assistance will be highly appreciated.

**SECTION A. Demographic details**
a. Please indicate your gender: Female [ ] Male [ ]

b. Please tick the age category that applies to you:

Below 30 years [ ] 31-39 years [ ] 40-49 years [ ] 50-60 years [ ] Above 60 years [ ]

c. Please indicate your highest professional qualifications.

Diploma [ ]; B.A [ ]; Diploma in Education [ ]; B.A with PGDE [ ]; B.Ed. [ ]

B.Sc with PGDE [ ]; M.A [ ]; M.Sc [ ]; M.Ed [ ]

d. How many years have you served as a teacher

0-5 years [ ]; 6-10 years [ ]; 11-15 years [ ]; 16-20 years [ ]; above 20 years [ ]

SECTION B: RESEARCH QUESTIONS

In a rating scale, please tick the number that best describes your opinion about the abolition of corporal punishment of indiscipline students in your school. The numbers represent the following responses: strongly agree (5); Agree (4); not decided (3) Disagree (2); Strongly Disagree (1)
1. Teacher involvement in the ban of corporal punishment in school

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<tr>
<th>STATEMENT</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>i  Workshops on the ban of corporal punishment were held at various levels of the ministry of education</td>
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<td>ii There is a circular on the ban of corporal punishment</td>
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<td>iii Our school head called a meeting to inform us about the ban of corporal punishment</td>
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<td>iv Workshops on corporal punishment abolishment were held at national level only</td>
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<td>v  Did teachers accept the ban of corporal punishment</td>
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</table>

2. Teachers’ preparedness in the implementation of the ban of corporal punishment in schools?
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<tr>
<td>i  Teachers are well trained and have better ways of enforcing discipline in their classes without turning to the use of corporal punishment.</td>
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<td>ii Schools arranged some school based staff development programs on the ban of corporal punishment.</td>
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<td>iii Teachers never received any preparation for implementing the ban of corporal punishment</td>
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<td>iv Teachers were given some pamphlets on the ban of corporal punishment</td>
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<td>v  Teachers were given time to air their views concerning the ban of corporal punishment.</td>
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3. **In-service courses to equip the teachers in maintaining order and discipline in schools without the use of corporal punishment?**

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<tbody>
<tr>
<td>i  Teachers received in service courses to equip them in maintaining order in their schools without the use of corporal punishment</td>
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<td>ii Some teachers received some in-service courses on alternative methods of maintaining discipline in their classes</td>
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<tr>
<td>iii Teachers are well trained and have better ways of enforcing discipline in their classes without turning to the use of corporal punishment.</td>
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<td>iv Colleges and Universities have introduced courses on alternative to corporal punishment.</td>
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<td>v  In-service courses offer to teacher were of benefit in the abolishment of corporal punishment</td>
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4. **Policies to ensure successful implementation of the abolishment of corporal punishment?**

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<tbody>
<tr>
<td>i</td>
<td>Police officers should arrest all teachers that use corporal punishment</td>
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<tr>
<td>ii</td>
<td>There are no policies put in place to ensure successful implementation of corporal punishment</td>
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<td>iii</td>
<td>There are circulars that enforce the implementation of corporal punishment</td>
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<td>iv</td>
<td>Education inspectors are making follow ups on cases involving the use of corporal punishment in public schools.</td>
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<td>v</td>
<td>Structures were established at schools to ensure the abolishment of corporal punishment.</td>
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5. **Parents involvement in the ban of corporal punishment?**

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<tr>
<td>i  Parents were given fliers informing them about the ban of corporal punishment</td>
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<tr>
<td>ii Parents were consulted on the abolishment of corporal punishment.</td>
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<td>iii Awareness programs were published in the local newspapers</td>
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<tr>
<td>iv  Parents were involved awareness on the ban of corporal punishment</td>
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<td>v   Government should have consulted parents before banning the use of corporal punishment in schools</td>
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6. Apart from corporal punishment, what other effective methods of instilling discipline does your school use to correct students’ discipline?

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*Thank you*