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MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

An investigation into the effectiveness of corporal punishment as a way of achieving discipline in schools: A case of high schools in Sanyati District, Mashonaland West Province.

By

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A dissertation submitted in partial fulfilment of the Bachelor of Education Honours Degree in Religious Studies.

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Declaration form

I, Karl-marx Kagweda, do hereby declare that this research project presents my own work, and that it has never been previously submitted for a degree to this or any other university.

Student's signature..... Date..... /..... /.....

Supervisor's signature..... Date..... /..... /.....

Approval form

The undersigned certify that they have supervised, read and they recommend Midlands State University to accept the research project entitled: An investigation onto the effectiveness of corporal punishment as a way of achieving discipline in schools: A case of High schools in Sanyati District, Mashonaland west province. The research project is submitted by Karl-marx Kagweda in partial fulfilment of the requirements of the Bachelor of Education Honours Degree in Religious Studies.

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Dedication

To my father Mr E Kagweda for inspiring and motivating me to follow your footsteps and sacrificing to suspend your financial needs for my education. To my late mother Mrs Z Kagweda, that I am living your wishes. To my sisters Florence, Evangelista and Grace for supporting me emotionally in hard times.

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God Bless you!

Abstract

The study sought to determine the effectiveness of corporal punishment as a way of achieving discipline in schools. Corporal punishment was illegalised but continues to be in use in secondary schools, and this pushed the need for the study. The study employed a descriptive research design. The population of the study included teachers, learners and heads in High schools in Sanyati District. A sample of nineteen teachers, eighty-five learners and three heads of schools was used in this study. The study made use of questionnaires, interviews and observations to access relevant data. The data was presented in tables, being analysed according to the research questions. The findings of the study revealed that majority of teachers, learners and heads suggest corporal punishment to be effective. Although its prevalence has been reduced and its noted negative implications, the majority justify the effectiveness of corporal punishment in fostering discipline. The most significant conclusion of the study was that corporal punishment is suggested as more effective when compared to alternatives in Sanyati District High schools. Last but not least, the study recommended that corporal punishment should continue in use basing on its conclusion as effective.

Key words: Effectiveness, Corporal punishment, Discipline.

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CHAPTER 1

THE PROBLEM AND ITS CONTEXT

1.0. Introduction

This chapter gave an overview to the background information of the study in which the research was conducted. The chapter also laid out the significance of the study. The assumptions which the researcher had prior to the research are also given. The statement of the problem, research questions, delimitations and limitations of the study are also outlined in this chapter. The purpose of the research is also alluded to in this chapter. In this chapter, key terms are defined in the context of the study. Lastly the chapter closes with a summary of issues discussed as well as an outline of the chapters in the organisation of the study.

1.1. Background to the study

There has been a controversy over the use of corporal punishment as a form of fostering discipline in schools in Zimbabwe and abroad. In Zimbabwe corporal punishment is a subject which brings divided opinions amongst the concerned parties. Some are against the use of corporal punishment, while others are of its continued use. The New Zimbabwean Constitution amendment (No.20) Act of 2013, chapter 4, part 2, section 53 states that no person may be subjected to physical or psychological torture or to cruel, inhuman or degrading treatment or punishment. Corporal punishment is referred to as a form of abuse by the legislation. The educational policies are inclined towards the stipulations of the law, thus advocating for its abolishment in schools. Despite all the stipulations against the use of corporal punishment in the constitution and educational policies, the prevalence still remains high in schools in Sanyati district. Therefore the thesis of the study is, how do learners,

teachers and heads of schools view the effectiveness of corporal punishment? Most teachers have a positive view towards the use of corporal punishment as evidenced in the continued use.

Globally the issue of corporal punishment is heated with debate and deeply divided opinions. According to Todres (2006) those against corporal punishment maintain that the United Nations Convention on the Rights of the Child article 19 is against the spanking and physical punishment of children. The article protects the learners against the use of the rod. This is the fundamental base which influenced legislation in Zimbabwe to abolish corporal punishment. Corporal punishment has its supporters who view it in line with the traditional forms of discipline. Gershoff, Purtell and Holas (2015) posit that the continued use of corporal punishment is attributed to the tradition and beliefs about its necessity to maintain discipline. Zimbabwe, although it is a multi-cultural society has strong basis in Christianity which takes aboard corporal punishment as an acceptable form of enforcing discipline as stated in their scriptures. Proverbs 23:13-14 says, “Do not withhold discipline from a child, if you punish him with the rod, he will not die. Punish him with the rod and save his soul from death”. Many people in Zimbabwe and around the world hold on to the necessity of corporal punishment in raising an upright child especially Christians and African traditionalists. Veriava (2014) also contends that the proponents of corporal punishment argue that it is not corporal punishment which is problematic but rather the misapplication of corporal punishment. The varied viewpoints bring into surface the debate whether corporal punishment is an abuse of learners’ rights or an effective way of instilling discipline in schools. The law defends the child proclaiming it is an abuse whilst the supporters perceive it as effective when applied in a moderate way.

The modern progressive views are in contrary to the traditional ideology suggesting corporal punishment as having many negative effects. New and Cochran(2007:159) suggest that, "... research has found that corporal punishment is associated with subsequent increase in many behaviour problems such as ant-social and slower cognitive development; and later in life, with problems such as depression, violence against dating and marital partners, and conviction for committing a serious crime ". The inconsistencies between progressive view and the traditional beliefs has prompted the researcher to carry out a study on the effectiveness of corporal punishment.

Pate and Gould (2012) found out that, even in countries with the provisions against the use of corporal punishment, it is often difficult to tell whether the law is enforced or it merely exists on books. In Zimbabwe the law states against the use of corporal punishment, yet in schools it is continually practised. The question remains, why if there is the provision of the law, corporal punishment is still manifesting in Zimbabwean schools? Does it mean that it is effective in achieving discipline or it is a traditional practice inherited by teachers? Therefore it is a result of this background that the researcher was prompted to carry out a study on the effectiveness of corporal punishment in achieving discipline.

Veriava (2014) suggests that corporal punishment breeds aggression and hostility. Some forms of deviant behaviour in schools include fighting, bullying, sexual harassment of other learners which clearly suggest hostility and aggression before corporal punishment is being applied to learners. Teachers in response to such behaviours award corporal punishment and it immediately stops misbehaviour. In this case corporal punishment seems to be effective,

yet research claims that it breeds a culture of violence. It is against this background that the researcher was triggered to carry out a study on the effectiveness of corporal punishment.

Gaten (2008:38) points out that, "...parents who were subjected to corporal punishment as children, inflict corporal punishment on their own children because they know no other way". The environment which the researcher carried out the study comprises of teachers and heads that were raised in social or school environments where corporal punishment was prevalent. Therefore they may not consider its abolishment in schools. Therefore, some of the teachers were raised in environments where corporal punishment was considered effective, thereby reaping the same perceptions on them. As a result, the teachers and heads might take the issue of the use of corporal punishment for granted.

The experiences of the researcher as a university student, secondary school learner and an untrained teacher motivated the desire to carry out the study. The researcher during the secondary experiences grew up in school settings where corporal punishment was administered more frequently, yet at the same time deviant behaviour continued to be prevalent. Therefore the researcher was brought to question the effectiveness of corporal punishment in the light of the inconsistencies between corporal punishment and the expected results. As an untrained teacher, the researcher witnessed the policies and legislation which prohibited the use of corporal punishment, but the teachers continued to use it. This motivated the researcher to find out why teachers persisted on the practice against the order of the law and policy. The knowledge which the researcher acquired in modules like philosophy of education, sociology of education, psychology of education, contemporary issues in education prompted the zeal to carry out a research against such a background.

1.2. Statement of the problem

Corporal punishment has received widespread criticism globally. While it has been traditionally perceived as an effective way of instilling discipline, research has revealed the opposite. Greydanus et al (2003) cited in Benbenishty and Astor (2005:80) argue that, “corporal punishment in schools is ineffective, dangerous and unacceptable method of discipline”. Corporal punishment has been proven through research as having negative impacts and life-long effects. In an article written by Wendy Muperi in daily news of 21 January 2015, Sifiso Ndlovu of the Zimbabwe Teachers’ Association said corporal punishment inculcated a culture of violence and said teachers must use “progressive disciplinary methods”.

Clark cited in Gaten (2008:38) argued that the effects of corporal punishment could impair the child’s adult life forever. A survey of literature from abroad suggests that corporal punishment is ineffective, but the situation on the ground in Zimbabwe purports its persistent use. Therefore the purpose of the research was to fill the gap between the existing knowledge on the negative impacts of corporal punishment and the current practices in Zimbabwean schools particularly Sanyati district. Much is not known about the perceptions of learners, teachers, and heads on the effectiveness of corporal punishment in fostering discipline in schools in Sanyati district, hence the need to carry out a research. The views of the learners, teachers and heads whether positive or negative will help to determine the effectiveness of corporal punishment in schools.

1.3. Purpose of the study

The purpose of the study was to investigate the views of the learners, teachers, and heads on the effectiveness of corporal punishment in high schools in Sanyati district. The research seeks to provide information about how corporal punishment is perceived by various learners, teachers and heads of schools. The subject is a controversial one having found another dimension, that is the law and policies which prohibit its use in schools.

1.4. Research questions

The following questions guided the researcher in conducting the research:

1.4.1. What is the prevalence of corporal punishment in schools?

1.4.2. What are the views of the learners, teachers and heads on the effectiveness of corporal punishment?

1.4.3. What are the implications of using corporal punishment in school discipline?

1.4.4. How effective can corporal punishment be in fostering discipline in schools?

1.4.5. Why are teachers resisting the constitutional stipulations and educational policy on the abolishment of corporal punishment?

1.4.6. What are the alternative disciplinary methods to corporal punishment?

1.5. Significance of the study

The research was meant to assist the ministry of primary and secondary education after having access of it, with the views of learners, teachers and heads on the effectiveness of corporal punishment. The views of the learners, teachers and heads, whether negative or

positive, will help the ministry after reading this research to either reinstate or abolish corporal punishment in schools. The researcher hoped that after completing the study, the ministry will have light, since they requested a copy of the research, that in the case of reinstating corporal punishment, teachers will be informed very well about the best way of making it effective. In the case of its abolishment, the researcher wills to inform teachers, heads and the ministry at large on the effective alternatives of fostering discipline in learners.

The research is important in that it improves accessibility of literature sources concerning the effectiveness of corporal punishment in ensuring discipline. Researches have been carried out in most parts of the world on the effectiveness of corporal punishment. The researcher feels that little research was made available concerning Zimbabwean schools, particularly in Sanyati district. In most of these researches especially in developed countries corporal punishment has been proved ineffective. However, there is a great difference in the context of educational systems and culture between developed countries and Zimbabwe focusing on schools in Sanyati. It is in the light of the differences, that the researcher was prompted to fill the gap in knowledge particularly focusing on the context of schools in Sanyati. Therefore the literature relevant to our context will be increased of its access.

The researcher also sought to benefit from the research as a student teacher who is an aspiring secondary school teacher in conceptualising the views of learners, teachers, and heads about the effectiveness of corporal punishment. The research was intended to lay foundation for the researchers' future studies concerning the use of corporal punishment in schools.

1.6. Assumptions of the study

The researcher had an assumption that corporal punishment is a common practice which teachers in schools constantly use as a way of fostering discipline. Most of the teachers in schools have positive views on the effectiveness of corporal punishment, therefore its persistent use. Teachers administer corporal punishment more frequently and every day in schools learners are exposed to it more often than other ways of ensuring discipline.

1.7. Limitations of the study

The researcher faced financial constraints, since he is not on employment. Funds were needed to travel to the field where research was carried out. Typing and printing presented a major challenge, since it required funding. More questionnaires were needed to cover a large population. The researcher also faced time constraints, since he was a conventional student. The researcher had to attend lectures and conduct research over the same course. It is as a result of these constraints that the researcher confined the research to a limited sample of a population which consisted three schools. The limited sample was compatible to the resources and time at the researcher's disposal.

1.8. Delimitations of the study

The research was carried out to determine the effectiveness of corporal punishment in achieving discipline high schools. It was confined to high schools in Sanyati District in Mashonaland west province. The schools are sparsely located in rural areas, growth points and the town centre of Sanyati District.

1.9. Definition of key terms

1.9.1. “Corporal punishment is the use of physical force with the intention of causing a child pain , but not injury, for the purpose of correction or control of child’s behaviour”(Straus, 2001:4)

1.9.2. “Discipline is defined as a set of behaviours that support the learning process” (Haggart, 2004:vi)

Discipline-“the things that teachers do to help the students behave appropriately in school” (Savage 1990, cited in Wilson, 2006:27)

1.10. Summary

The chapter generally introduced the background which the study is situated. The context of the study involved a controversy over the use of corporal punishment in schools. The chapter also outlined the statement of the problem, research questions, and significance of the study, purpose of the study, assumptions, limitations, delimitations, definition of terms. Chapter two is a review of literature related to the problem.

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction

This chapter focused on the related literature to the study. Its main purpose was to explore what other authorities have said concerning corporal punishment. The legal position and educational policy on corporal punishment is discussed. The positive and negative viewpoints on corporal punishment are analysed. The human rights perspectives, religious and cultural traditions on corporal punishment are also brought to attention. The situation in other countries on the corporal punishment also received attention. The alternative disciplinary procedures were examined in this chapter. Lastly, the possible reasons for the continued use of corporal punishment by teachers against legal and educational policy provision subsequently leads to the conclusion of the chapter.

2.1. Legal mandate and educational policy on corporal punishment in Zimbabwe.

This section gives an exploration of the historical developments on the legality of corporal punishment leading to the current national position. Corporal punishment has become one of the contentious issues from a legal point of view and from a human rights perspective (The Secretary for Education, Sport and Culture circular p.35, 1999). The issue has been surrounded with much debate from a legal perspective. The Zimbabwean legal system at one point disapproved the administration of corporal punishment. The constitutional approval of corporal punishment was rejected by the law. According to Vohito (2011), juvenile whipping has also been held to constitute inhuman and degrading punishment by the Zimbabwe's Supreme Court in 1990, with the judge characterising it as 'inherently brutal and cruel; for its

affliction is attended by acute physical pain'. Corporal punishment was regarded as illegal from a legal point of view in 1990. The issue continued to be mulled by controversy, thus consequently leading to a change on the legality of corporal punishment. According to Madhuku (2010:124), "the government disagreed with this approach and amended the constitution to make it clear that corporal punishment of male juveniles was permissible". It is in this view that corporal punishment was reinstated and to be administered on males excluding females. This move constituted inequalities within the educational system on the administration of corporal punishment.

It is in the same taste of the Zimbabwean constitution that the educational policy on corporal punishment was influenced. According to the Secretary for Education, Sports and Culture circular minute p.35, (1999), section 8.4, "in terms of statutory instrument 362 of 1998, no girl shall be subjected to corporal punishment". Thus, corporal punishment was only excluded from the girl child, while the boy child continued to suffer from the practice. Although at this point corporal punishment seemed to be acceptable in education, it was still surrounded by various regulations which restricted teachers from administering it. Shumba (2002) and Moorad (2000) cited in Smith (2008) argued that, the school head was the only one protected by the law to administer corporal punishment on learners within the school in Zimbabwe.

Corporal punishment is a subject which has constantly received legal debate over the past years. It was never welcomed with two hands, thus Chan and Primorac (2007) stated that corporal punishment was regarded as inhuman and degrading by the supreme court of Zimbabwe and abolished it. Even if the educational policies of the past accepted its

administration on males, its acceptability has been largely criticised within the educational circles. According to the Secretary for Education, Sport and Culture circular minute p.35, (1999), “corporal punishment is comparable to a fight except in this case the pupil is not allowed to fight back”. Therefore, corporal punishment never received praise as a way of instilling discipline.

Currently the Zimbabwean legislation absolutely disapproves corporal punishment in all spheres of life. According to the new constitution of Zimbabwe Amendment (No.20) Act of 2013, section 53, “no person may be subjected to physical or psychological torture or to cruel, in human or degrading treatment or punishment”. In the same constitution on section 86.3c the citizens are entitled the right to be exempted from torture, cruel, inhuman and degrading treatment or punishment. Thus, bringing section 53 and 86 of the Zimbabwean constitution to light renders corporal punishment unconstitutional and illegal. Therefore, as a result to create a consistency between the national legislation and the educational system, the policies were crafted to remove corporal punishment in schools. Thus with all this it is clear that the institution of corporal punishment has been a contested one from time immemorial to date when it is absolutely abolished in all spheres of life.

2.2. Positive viewpoints on corporal punishment

Corporal punishment has its advocates who support its use in schools. Various positive arguments are put forward from various scholarly perspectives to justify the use of corporal punishment. “If pupils are punished, they know what behaviour results in punishment and therefore what not to do...” (Capel and Gervis, 2005:32). Corporal punishment acts as an effective communicator to warn pupils against unwanted behaviour. Daly (2007) argues that

corporal punishment (spanking) may immediately reduce or stop undesired behaviour. Therefore, some scholars hold on to the importance of corporal punishment in making learners behave in socially acceptable ways. Capel and Gervis (2005) acknowledge that there are times when punishment is needed.

Traditional values are of great influence among the parents and educators, that corporal punishment is effective in bringing out the desired behaviour. In Zimbabwe corporal punishment has its advocates and they continue to use it despite its prohibitions. Daly (2007) argues that the reason for its continued use is that parents still believe corporal punishment is an effective way of changing behaviour. Corporal punishment has been aligned with the traditional ways of instilling discipline. According to Veriava (2014:7), “proponents of corporal punishment on the other hand argue that it is not corporal punishment that is problematic but rather the misapplication of corporal punishment”. The proponents of corporal punishment are of the view that nothing goes wrong to compromise the effectiveness of corporal punishment, if it is administered in a reasonable and rational way.

Given the nature of some delinquent pupils in schools, advocates of corporal punishment justify its use. According to O’Donnell, Reeve, and Smith (2012:162), “spending a day in the classroom watching teachers interact with misbehaving students will convince almost any observer that punishment is a common strategy”. The kind of learners which educators are exposed to, in everyday situation, will justify the rationale of corporal punishment. Grossman (2004) holds the view that the advocates of corporal punishment have a feeling that it builds character by teaching students to accept the consequences of their behaviour. Therefore, corporal punishment is viewed as a necessary institution to character development by

eliminating bad traits. Grossman (2004) again suggests that corporal punishment is a demonstration that teachers care about their students in order to instil self-control and for the students to do what is best for them and other members of the class. Therefore in this sense corporal punishment is viewed as a symbol of the love of teachers towards their students in a bid to make them realise their goals.

Grossman (2004:338) is of the view that corporal punishment is not a form of abuse when correctly administered, following guidelines such as, “it is administered in a calm, rational atmosphere in private, students are told what they did wrong and why they are being punished, students are not paddled excessively, students are forgiven and consoled immediately afterwards to demonstrate to them that they were punished out of love and concern for them, not anger”. Therefore, these are some of the views put forward by the proponents of corporal punishment.

2.3. Negative viewpoints on corporal punishment

Corporal punishment has received widespread criticism over the past years. Various viewpoints from disciplines such as philosophy, psychology and sociology has been put forward to criticise the use of corporal punishment. From a philosophical perspective Quintilian is quoted in Akinpelu (1981:41), “if there be no other way of correcting a child but by whipping, what shall be done when, as a grown up youth, he is under no fear of such punishment and must learn greater or difficult thing”. Corporal punishment does not produce responsible citizens. In order for the teachers to inculcate a sense of responsibility in learners, fear should be removed from the educational setting. Corporal punishment breeds anti-schooling personality. Learners when exposed to corporal punishment hate schooling, thus

having no interest in their school work. Corporal punishment acts to threaten children in schools and at the same time the society experiences more dropouts. A philosopher Comenius cited in Akinpelu (1981) argues that beatings are of no use in inculcating a love for the school, but they are extremely likely to arouse aversion and hatred of it. O'Donnell, Reeve and Smith (2012) argue that corporal punishment arouse negative emotions which act to undermine the relationship between teachers and students. Corporal punishment kills the communication which should exist between the student and the teacher. O'Donnell, Reeve, and Smith (2012) again contented that students are motivated to stay away from the teacher whenever corporal punishment is used. Thus corporal punishment acts as an effective demotivation in the process of learning. Grossman (2004:339) argues that, "corporal punishment can cause students to be truant and drop out of school, to retaliate aggressively against the teacher or school property and to displace their anger onto other convenient victims". Therefore corporal punishment has profound effects which made its criticism justified.

Psychological studies have also proven the negatives of corporal punishment in as much as student motivation is concerned. Learners do not have the zeal to achieve when they operate in an environment characterised by fear. Child (2004) cited in Capel, Leask and Turner (2005) argues that, "the need for individuals to achieve can be achieved by creating a learning environment in which the need for achievement in academic studies is raised". Corporal punishment creates an environment which demoralises the need to achieve. It is perceived not to be in line with effective motivational strategies. Shindler (2010) also postulates that corporal punishment does not promote positive forms of motivation and discipline and do not offer a pathway to success, but a source of discomfort for failure. The most possible effects of corporal punishment to the learners might include hatred of the teacher and the school. This is

a manifestation of demotivation, thus the learners will lose interest in school work and actually become failures.

Corporal punishment creates physical damage on the body of the child. Most of the learners suffer from injuries in most areas where corporal punishment is administered. A research carried out by Alexandrescu (2011) in Romania revealed that approximately 25000 children were suffering from injuries of corporal punishment. Corporal punishment has been regarded as abusive and resulted in psychological, sociological and physical damage to the learners (Veriava, 2014; Grossman 2004). According to Alexandrescu (2011); in 2002 save children Romania carried out a national study on children's attitude, and experiences of physical punishment and 4% of the sample reported needing medical care as a result of physical punishment. Therefore corporal punishment has been regarded as inhuman and bears significant damage to the child. Greydanus et al (2003) cited in Benbenishty and Astor (2005:80) argues that, "corporal punishment in schools is ineffective, dangerous and unacceptable method of discipline". Therefore with the harm caused by corporal punishment its critics have found a solid basis to reject it in schools.

Corporal punishment is regarded as the cause of emotional damage; affect the self- esteem of the learners and impacts negatively on their academic performance (Veriava, 2014). The self-concept is destroyed since corporal punishment inflicts humiliation on the child. O'Donnell (2012:163) argues that, "when people receive aversive forms of stimulation, they often feel negative emotions such as fear, anger, distress and worry". Corporal punishment greatly destroys the emotional development of the child. The reasoning capacity and the ability to make meaningful decisions are compromised. New and Cochran (2007) argue that corporal punishment is associated with behaviour problems like anti-social behaviour, slower

cognitive development and in future life with problems like depression, violence against dating and marital partners and the conviction of committing a serious crime.

Corporal punishment has been criticised due to the fact that it shapes a behaviour that is socially unacceptable amongst the learners. O'Donnell et al (2012) argues that corporal punishment models aggression as a means of dealing with undesirable behaviour. The model of aggression can have immediate and future impact on the child. The children may think that the way to deal with unpleasant behaviour exhibited by their peers is punishing them. Teachers are taken as role models whom learners have to imitate. Thus there is a risk that if teachers use corporal punishment, the learners are likely to imitate the violent attitude. Grossman (2004) argues that there is a danger that students may copy the physical aggression their teachers' model. When children turn to be adults they have the conviction that all differences, conflicts and social problems are solved through violent and aggressive habits. The root might be that they went through educational systems which oriented them to a violent culture. In support of this, Veriava (2014) argues that corporal punishment breeds aggression and hostility. The critics of corporal punishment regard it as not sufficient to shape acceptable behaviour. Also Bogacki et al (2005) cited in Gaten (2008:38) argues that, "prevailing research indicates that corporal punishment in schools may aggravate the risk of violence among students". Therefore with this it is clear that corporal punishment is not acceptable to shape acceptable behaviour, but rather breeds unacceptable habits.

More often in schools, particularly Zimbabwe where corporal punishment continues to be prevalent, learners are continually engaging in behaviour that has previously led them to punishment. In Zimbabwean schools learners are daily engaged in activities like stealing, lying, using abusive language, sexual harassment, despite the prevalence of corporal

punishment applied on them. Veriava (2014:7) contends that, “according to research, often the same learners are beaten for the same offence over and over again”. This serves to justify the convictions by critics of corporal punishment that it is not effective in coping with undesirable behaviour. New and Cochran (2007) acknowledge that, although corporal punishment works, it does not work better than other methods of achieving discipline. The learners are always found persisting on the behaviour which has caused them to be punished frequently. To this effect the researcher has to ask why? In the wake of corporal punishment being prevalent and regarded as effective.

Therefore, from the various contributions drawn from the scholarly works demonstrated here, it is clear that the effects of corporal punishment permeate into all spheres of the child’s life. It destroys the positive future which was possible to attain without it on the child’s life. It affects the life of the children socially, emotionally, psychologically and physically. Clarke cited in Gaten (2008:38) argued that the effects of corporal punishment could impair the child’s adult life forever. These are some of the arguments put forward as a critic to the use of corporal punishment in schools.

2.4. Religious and cultural perspectives on corporal punishment

In order to examine the perceptions of learners and educators on the effectiveness of corporal punishment, attention should be paid to religious and cultural views. Teachers and learners come from various religious and cultural traditions which have different perceptions on corporal punishment. Zimbabwe now being described as a multi-cultural society has prompted the researcher to consider traditions from Christianity, Islam and African

Traditional Religion. Culture and religion have a bearing on the conduct of individuals in organisations such as schools.

African traditional religion

Religion and culture have been almost one and the same thing from an African point of view. African culture embraces the use of corporal punishment as a way of disciplining children who behave in contrary to their African cultural norms. Conte (2014) refers to the efforts to ban corporal punishment as a serious interference with African culture. Most of the teachers in Zimbabwean schools although they accepted other religions and become part of them, they subscribe to the traditional and cultural practices of their soil. Traditional religious beliefs among the Africans hold on to the necessity of corporal punishment in correcting bad behaviour. Most adults in the twenty first century Zimbabwe believe that corporal punishment aided to what they are especially those who succeeded in education. Korbin (1981:38) argues that, “corporal punishment was widely prescribed in traditional Africa for disobedient children and methods included canning, and in some cases, painful punishment such as rubbing hot pepper into the anogenital regions”. This suggests that corporal punishment is part and parcel of African culture. Its use on African soil is dated back to the period immemorial, being related to cultural and traditional ways of parenting children.

Christianity

The Bible which is the main scripture for Christians accepts corporal punishment as a legitimate way of instilling discipline. Zimbabwe although being a multi-cultural society, it has strong Christian fundamentals. Most people in Zimbabwe take the bible as an inspired scripture, thus accepting its recommendations as divine thus to be followed without question.

Failure to comply with the biblical instruction is a resentment of God's authority on corporal punishment. Webb (2011:25) asserts that, "Christian advocates of spanking generally claim that their practice have the backing of the scripture, and thus God's approval". The Bible has some verses which directly points to the acceptability of corporal punishment. Proverbs 13 verse 24 of the Revised Standard Version points out that, "he who spares the rod hates his son, but he who loves him is diligent to discipline him". There are a number of verses that has been used as references to support the use of corporal punishment. Also proverbs 19 verse 18 says that, "discipline your son while there is hope; do not set your heart on his destruction". The verse clearly suggests the biblical positive view of corporal punishment in character building. The other example is that of proverb 29 verse 15 that, "the rod and reproof gives wisdom, but a child left to himself brings shame to his mother". In the light of these biblical references Webb (2011:25) argues that, "true biblical obedience means daring to follow God's instructions about corporal punishment of one's children". All biblical references on corporal punishment suggest its necessity to bring an upright child. Capps (1995) cited in Gatlen (2008:11) says that, "some conservative protestants even suggest that corporal punishment shapes the nature of children". The Bible has been of great influence in human societies especially on the regulation of corporal punishment. In support of this view Straus (2011:218) has to add that, "pro-spanking advocates often use old testament texts about corporal punishment to defend their view of discipline".

The scripture for Christians is also not silent on the effects of corporal punishment on the adult behaviour of children. There is a story of King Solomon who had his son Rehoboam who was raised through various forms of corporal punishment. When Rehoboam succeeded his father, he was too harsh and did not respect the rights of his subjects. 1 Kings 12 verse 13-14 of the Revised Standard Version says that, "and the king answered the people harshly, and

forsaking the counsel which the old men had given him, he spoke to them according to the counsel of the young men saying, ‘my father made your yoke heavy, but I will add to your yoke; my father chastise you with a whip, but I will chastise you with scorpions’ ”. It is evidenced that Rehoboam had no feeling for his subjects. Corporal punishment which he received from his father inculcated aggressive and violent behaviour.

Islam

Islam has permeated into the lives of some Zimbabweans and it does not accept the use of corporal punishment. According to Pinn (2000:63), “several ahadith (sayings of the prophet) express a disapproval of beating”. Corporal punishment is outside the life of Islamic fundamentalists. According to Zinne (2008) corporal punishment is rejected in traditional Islamic approaches to education which are based on the Sunna of the prophet Muhammed. Therefore it is apparently clear that Islam does not legitimise the use of corporal punishment in all spheres of life.

2.5. Human rights perspectives and corporal punishment

A recent scholarly view has regarded corporal punishment as a violation of human rights. International institutions to protect human rights have criticised corporal punishment as not being in line with the desire to accord a decent status for all human beings. According to Newell (2011) cited in Smith (2015), corporal punishment is recognised as a violation of human rights by international and regional human rights governing bodies and mechanisms. Corporal punishment from a human rights perspective has been classified under forms of child abuse. According to Save Children Romania (2002b), corporal punishment within families and institutions contradicts the United Nations Convention on the Rights of the

Children. Zimbabwe signed to the provisions of the convention, thus she has a mandate to protect the rights of children in schools. According to Alston and Crawford (2000) the European court of human rights decided that corporal punishment is an inhuman and degrading punishment. The human rights and pressure groups in Zimbabwe and abroad have rejected the acceptability of corporal punishment. The position of international human rights bodies is radically opposed to corporal punishment. Smith (2015:35) argues that, “article 19 says that the child should be protected ‘from all forms of physical or mental violence, injury or abuse neglect or negligent treatment, maltreatment or exploitation, including sexual abuse while in the care of parent(s), legal guardian(s) or any other person who has care of the child’”. As such, corporal punishment is against the human rights stipulations, thus it has to be abolished from public institutions.

2.6. The situation in other countries on corporal punishment

Globally the issue of corporal punishment and its administration is gradually ending. Despite the fact that corporal punishment characterised the order of the day in majority of the societies throughout the globe, many countries have adopted procedures and initiatives towards its ending. According to Pate and Gould (2012:77), “the use of corporal punishment has an equally long history, though many countries have moved to its full abolition in schools”. Therefore the legality of corporal punishment is gradually becoming rejected in many countries. Not all countries of the world have abolished corporal punishment yet, but the initiative is spreading like a virus to all parts of the earth. Dorpat (2007:49) asserts that, “at least nine other western countries have passed laws abolishing corporal punishment, and more considering such laws”. The banning of corporal punishment has been witnessed in several countries as being unlawful. Dorpat (2007) acknowledges that Sweden was the first

country to ban corporal punishment in 1979, with other countries, among them Finland, Norway, Denmark, Cyprus, Latvia, Croatia, Italy, and Austria, consequently passing laws against corporal punishment of children. Lyon (2000) also cited Durrant and Rose- Krasnor's argument that, Canada by becoming a signatory to the UNCRC, committed itself to eliminating corporal punishment. The efforts to end corporal punishment are finding their basis on the United Nations Convention on the Rights of Children. Costa Rica is also among the countries that have abolished corporal punishment in all spheres of human life. Durrant and Smith (2012) acknowledge that in 2008, Costa Rica reformed its laws to guarantee protection to children from corporal punishment and humiliating treatment in all settings. The legal standpoint in most of these abolitionist countries has been that corporal punishment is an inhuman treatment and violation of human rights. Dorpat (2007:49) also subscribe that, "corporal punishment is inconsistent with American humane values".

Even though corporal punishment is globally being driven towards extinction, some countries embrace the practice. According to the Global Initiative to End Corporal Punishment of Children, cited in Pate and Gould (2012:77), "109 countries prohibit corporal punishment in educational settings, leaving 88 countries where the practice is legal". Various countries are found to be holding to the effectiveness of corporal punishment, thus allowing it in schools. Among the countries allowing corporal punishment in schools are: Brazil, The Bahamas, Chile, France, Lebanon, Malaysia, Morocco, Niger, Saudi Arabia, and the United States (Pate and Gould, 2012, p.77).

Drawing close home to the African continent the issue of corporal punishment is received with mixed feelings. Mozambique is a country that has moved towards the abolition of

corporal punishment, but it has heated a controversial debate. Mawere and Rambe (2013:52) argue that eighty one percent of stakeholders believed that relaxing corporal punishment was compromising the quality of education in Mozambique suggesting that learners tend to take their school work less seriously when they know that corporal punishment has been relaxed. The situation might be the same as the case of Zimbabwe where there is a public outcry for the reinstatement of corporal punishment. There is a general perception that learners show no or little interest towards school work when they know that no physical pain is inflicted on them.

In other countries of Africa, corporal punishment is widely used. According to Pate and Gould (2012), the administration of corporal punishment in Nigeria, Ethiopia, Kenya, Tanzania, Botswana and Egypt is reported to have caused injuries and deaths. Corporal punishment is prevalent on the African soil as various researches have attested. Pate and Gould (2012) argue that the administration of corporal punishment in Botswana differed depending on the gender of the child receiving the punishment. The administration of corporal punishment in Botswana hinged on inequalities. It is not characterised with uniformity as it varied depending on the sex of the recipient of the punishment. Pate and Gould (2012) further states that male teachers are not allowed to inflict corporal punishment to female students except a male head teacher and regulations were put in place when a female student received punishment, for example they were not to be beaten on buttocks.

This is closely similar to the position Zimbabwe once adopted which only allowed the school head to administer corporal punishment and at the same time excluding girls from punishment (secretary for education, sport and culture, circular, p 35, 1999). However despite

the prevalence of corporal punishment in Africa, various legislative measures are being introduced by the majority of countries to stop its use. Many African countries have signed to the United Nations Convention on the Rights of Children, thus their legislation is gradually being influenced by the convention.

2.7. Possible reasons for the continued use of corporal punishment by teachers against legal and educational policy provisions

Despite the abolition of corporal punishment by the law and educational policy, it has continued to be used by teachers in the daily interaction with the learners. Turner (2002) argues that hitting children, despite the harm associated with it is better than letting them become social deviants, hurt others and damage their property. Teachers probably continue to use corporal punishment with the conviction that it is the most effective way of producing learners who are social fits.

Teachers also have the belief that corporal punishment is necessary to make learners abide by the socially acceptable norms and behaviour codes within the school. Corporal punishment in this sense is believed to be continually imposed on learners in order to make them behave well. Grossman (2004:342) argues that, “once the threat of punishment is removed, students tend to revert back to their previous behaviour”. Thus, teachers continue to use corporal punishment in order to make learners keep the acceptable behaviour with them. The nature of corporal punishment is that once it is applied on someone, it produces immediate change of behaviour. Teacher perceive it as effective because of its immediate effect, thus they continue to use it. Turner (2002) argues that, “immediate compliance gives parents the false impression that corporal punishment is effective”

The constitutional and educational policy prohibitions of corporal punishment have received little support from the general population. Veriava (2014) suggests that the on-going and increasing use of corporal punishment is attributed to a lack of support for the prohibition among certain educators and parents. The teachers and parents have not welcomed the move to ban corporal punishment, thus the legal enforcements to ban corporal punishment in Zimbabwe have not been absolutely successful.

According to New and Cochran (2007), the belief that corporal punishment works than other methods is largely attributed to the culture of most societies. The cultural influences of the African soil explain the continued use of corporal punishment in Zimbabwean schools. African culture embraces corporal punishment, thus legal provisions are undermined by the influence of culture. According to the human rights watch (2008:8), poverty and lack of resources help create conditions that lead to corporal punishment in schools, thus teachers may have overcrowded classrooms which do not facilitate effective discipline .Therefore an analysis of the Zimbabwean education system conforms to the situation above. Classrooms are overcrowded and counsellors are rarely found in schools, thus teachers end up using corporal punishment to cope with disciplinary problems.

2.8. Alternative disciplinary methods to corporal punishment

Due to the negative effects of corporal punishment it has been criticised as not the proper way of instilling discipline, rather there are alternatives. According to Regoli, Hewitt, and Delisi (2013:344), “alternatives to corporal punishment emphasize positive behaviours of students, realistic rules that are constantly enforced, instruction that reaches all students, conferences

with students for planning acceptable behaviour, use of staff such as psychologists, counsellors, detentions, in-school suspension, and Saturday school". While corporal punishment neglects social, psychological, emotional development and destroys the self-concept, alternatives cater for the effective character development. The alternatives foster positive form of discipline which is facilitated through the elimination of fear. Responsibility amongst the learners is inculcated when alternatives are used. According to the secretary for education, sport, and culture circular p. 35 of 1999, "counselling sessions in consultation with parents, if given a chance, can in fact breed a more responsible and maturing individual". According to the circular there is a possibility to achieve discipline without corporal punishment. Alternatives to corporal punishment take learners through acceptable behavioural patterns offering relevant support. The relationship between the teacher and the learners get stronger when alternatives to corporal punishment are used. They act as a remedy to the negatives of corporal punishment. Learners will imitate non-violent methods to solve their conflicts and personality is shaped positively. Learners will also recognise other people's rights and respect the value of life.

Consulting learners in decisions that influence their behaviour at school is an effective alternative. The interests of the learners should be taken aboard as they are major players in their education. Learners should participate in the crafting of school rules which regulate their behaviour. When learners are given room to participate they develop a high self-esteem which is essential for positive character building.

School psychologists are also crucial in the building of an environment which is free from violence. According to Jacob and Hartshorne (2007) they educate teachers about the negative

effects of corporal punishment as well as calling for alternatives by conducting in-service and consultation programs. The author continues to argue that they should support legislation and educational policies which emphasize its ban in schools. The argument as well acknowledges the role of psychologists in educating the teachers about the legal consequences that lie ahead of them as a result of using corporal punishment. For example consequences might be loss of employment, and teachers fear using corporal punishment, thus opting for positive disciplinary methods.

2.9. Summary

The chapter discussed various scholarly contributions about the institution of corporal punishment. A number of authorities with related literature were consulted, thus various sub-headings received due attention.

CHAPTER 3

RESEARCH METHODOLOGY

3.0. Introduction

The study sought to investigate the views of learners, teachers and heads on the effectiveness of using corporal punishment in Sanyati District high schools. The purpose of the study influenced the methodology chosen by the researcher. The chapter generally focuses on the research design, population, and sample, sampling procedures, research instrumentation, ethical concerns, data collection and data analysis procedures. The chapter ends with a summary of the issues discussed.

3.1. Research design

A research design is defined by Beri (2008) as a process which specifies the methods and procedures for conducting a particular study. Cresswell (2009) cited in Alias (2012:26) also defines a research design as, “a process...for designing qualitative, quantitative, and mixed methods research in the human and social sciences”. Therefore from the definitions of a research design identified, it can be noted that it is a procedure which sets sight on the scope of the research. For the purposes of this study, a descriptive survey design was used. Descriptive survey is defined by Chiromo (2006) as a method of research which describes what we see. The nature of the research prompted this choice of the research design. The researcher aimed to describe the views of learners, teachers, and heads on the effectiveness of corporal punishment. Descriptive survey research aims to describe behaviours and to gather people’s perceptions, opinions, attitudes, and beliefs about a current issue in education (Lodico, Spaulding, and Voegtle, 2010:26). The subject of corporal punishment is a current

debate in contemporary education which has been termed as illegal despite its continued use. The research therefore aims to describe the views of learners, teachers, and heads on the effectiveness of the controversial subject. Teachers and learners come from diverse religious backgrounds, thus their beliefs about corporal punishment were captured through a descriptive survey design. The descriptive survey design was suitable to gather data from sampled schools using questionnaires, interviews, and observations. The study took its shape on the basis of sampling, which is an essential aspect in descriptive survey research. Lodico, Spaulding, and Voegtle (2010) recommend a survey as an ideal method to gather data and information from people. A survey was ideal considering the large population which the researcher was dealing with. Takona (2002) explained surveys as techniques such as interview scales and questionnaires which are used for gathering information from a large number of people who are thought to have desired information. Therefore a descriptive survey design was perceived as an ideal method of gathering information from the population under study.

3.2. Population

Takona (2002:33) defines a population as a collection of all items of interest in a particular study. Another definition was given by Ary, Jacobs, Sorensen, Walker (2012) that a population includes all members of any well-defined class of people, events or objects. In this study the target population included eight high schools in Sanyati district. The target population is illustrated in the table below

Table 3.1: Target population by gender

Name of school	School enrolment		Staffs		Total
	Males	Females	Males	females	
Jameson High school	376	405	32	31	844
Dalny mine High school	300	285	17	11	613
Munyaradzi High school	472	445	14	13	943
Neuso High school	354	263	19	9	645
Rimuka 1 High school	729	797	30	52	1608
Rimuka 2 High school	550	611	36	28	1225
Sanyati Baptist High school	352	412	21	14	799
Sanyati Government High school	340	356	17	16	729

3.3. Sample

Ary, Jacobs, Sorensen, Walker (2012) define a sample as a portion of the population. Takona (2002) also defines a sample as a subset of a population which accurately represents the larger population. It is clear from these definitions that a sample is a small group that is picked by the researcher from the population on the basis that it illuminate the characteristics of the population. The study involved a sample of three schools from a total of eight (37,5%). Twenty percent of the classes in each school participated in the study. A sample of eight five learners was selected from the sampled classes in ZJC, O' Level and A' Level (20%). Nineteen teacher were made part of the study from three schools (20%). Three heads (100%) were also part of the sample. Gay (1996) propounds the 10 to 20% as the general guideline in sample selection for a descriptive research although he recognises the guideline as misleading in some instances.

Table 3.2: Sample size by gender

School	Staff		Learners		Total
	Males	Females	Males	Females	
A	5	3	15	20	43
B	4	3	17	12	36
C	5	2	12	9	28

3.4. Sampling procedures

Johnson and Christensen (2004:197) defines sampling as, “the process of drawing a sample from a population”. The sampling procedures used in the study varied from probability to non- probability methods

Stratified random sampling was employed mostly for the purposes of this research. Khan, (2008); Koul, (2009) agree that elements in stratified random sampling are selected in proportion to their occurrence in the population. Johnson and Christensen (2012:225) argue that, “stratified sampling is a technique in which a population is divided into mutually exclusive groups(called strata) and then a simple random sample or a systematic sample is selected from each group (each stratum)”. The study employed stratified random sampling to classify schools into their strata. Schools were classified as follows:

Table 3.3: The classification of schools

Strata	Stratum
Government High schools	Rimuka 1 Government High school, Rimuka 2 Government High school, Jameson High school, Sanyati Government High school

Community High schools	Neuso High school, Dalny mine High school
Mission High schools	Sanyati Baptist High school

Stratification of schools in this research was advantageous in that, it ensured that schools with different characteristics were included in the sample. In this case the researcher continued to sample from each stratum to make sure that each strata is represented. Convenience sampling was then used to come up with three schools. According to Cottrell, McKenzie (2011:132), “convenience sampling selects participants based on certain inclusion/exclusion criteria (usually few in number) and their accessibility and proximity to the researcher”. Therefore, the researcher selected a school from each strata which is easily accessible in terms of travelling expenses. Three school were sampled conveniently considering the researcher’s easy accessibility to them and were assigned A, B , and C. Cottrell, McKenzie (2011) argue that convenient sampling is used because of time and money savings and the ability to collect large amounts of data in a short period of time. Thus considering that the research was carried out in a time frame of six months under financial constraints, convenient sampling was ideal.

In each school classes were stratified according to the prescribed levels of ZJC, O’ Level, A’ Level. From each strata single class was randomly selected and the informants came from the randomly selected classes

The learners and teachers were also selected using stratified random sampling according to sex. A proportional number of learners and teachers was selected according to sex in schools that the researcher visited. After learners and teachers were stratified according to sex, participants were randomly selected. In random sampling all members or each unit of the population possess an equal chance of being selected in the sample (Ary, Jacobs, Sorensen, Walker, 2012; Koul, 2009). Participants in the sample were selected using a box which

comprised of yes or no cards which they picked according to their sex. Therefore eighty- five learners and nineteen teachers were selected.

Purposive sampling also came into play in the selection of subject informants to interview. Koul (2009:208) argues that, “such a sample is arbitrarily selected because there is good evidence that it is a representative of the total population”. Sample elements judged to be representative, are chosen from the population (Ary, Jacobs, Sorensen, Walker, 2012). The heads of schools were chosen to be interviewed purposefully. The heads usually take their posts as a result of their work experience. Therefore their work experience made them obvious participants in the study. They possess the characteristics identical or typical of the whole population.

Lastly, the researcher also selected one school from the sample of three using convenience sampling. This school was selected for the purpose of carrying out observations. The school was mostly accessible to the researcher in terms of travelling distance. The researcher had previously worked as a student teacher at the school, thus could do observations without any suspicion from the participants.

3.5.0. Research instruments

Research instruments refer to the tools which the researcher utilises in gathering information in a study. For the purposes of this study questionnaires, interviews, and observations were used.

3.5.1. Questionnaires

Takona (2002:75) defines questionnaires as, “as a set of written questions requiring a written response that describes past behaviours, the user expectations, attitudes, and opinions towards the system”. The study employed the use of questionnaires to get the views of learners on the effectiveness of corporal punishment. The questionnaires were used for learners and teachers since they made up the largest number of the sample. Takona (2002) recommends that questionnaire can be administered to large groups. Questionnaire presented an economic way of gathering data to the researcher who had financial challenges. Takona (2002:87) argues that, “the primary advantage of using a questionnaire is lower cost, in time as well as money”. With the limited funding the researcher managed to produce sets of questionnaire that were sufficient to cover all learners and teachers in the sample. The questionnaires were effective to an extent that within a short time frame the researcher had all the data needed. Questionnaires were useful in gathering the perceptions of learners and teachers on the subject under study. The researcher administered sets of questionnaire inclusive of both open-ended and closed-ended questions for learners and teachers. According to Takona (2002) open-ended questions provide freedom to the respondent to answer questions as he/she likes in both content and length, while closed-ended questions allow respondents to choose from a set of fixed alternatives. Therefore, in this research questionnaires were effective in gathering relevant information.

3.5.2. Interview

Gay and Airasian cited in Greigoire (2004:365) define an interview as, “the oral, in-person administration of a questionnaire”. In this research purposive interviews were conducted to school heads from three sampled schools. Heads were interviewed purposively taking their

experience as a factor which made them representative of the whole group. The responses of the school heads were used to complement the questionnaire administered to both learners and teachers. Chiromo (2006) argued that interviews can be used as follow-ups to certain responses in the questionnaire. The heads were perceived to portray the characteristics of the whole group, thus their responses were used to clarify the responses from the questionnaire. For the purposes of this research a semi-structured interview was used to gather data. Opie (2004:118) argues that, “these are a more flexible version of the structured interview which allow for a depth of feeling to be ascertained by providing opportunities to probe and expand the interviewee’s responses”. The researcher felt that with the experience, heads of schools possess they should not be restricted to structured interviews which are not flexible. The researcher attended the interview sessions with a guide on how the interview was to be conducted, although was flexible in using the guide. Johnson and Christensen (2012:203) argue that, “the interviewer enters the interview session with a plan to explore specific topics or to ask specific open-ended questions of the interviewee”.

3.5.3. Observations

The researcher made observations at one school, which he once served as a student teacher. The researcher visited the school twice at different times of the day that is in the morning and afternoon. Cohen, Manion, and Morrison (2000) define an observation that it is looking and noting systematically people, events, behaviours, settings and artefacts. Observations afforded the researcher time to discover in person the situation in a given educational setting. Patton (1990) cited in Cohen, Manion, Morrison (2000:305) argue that, “the researcher is given the opportunity to look at what is taking place in situ rather than at second hand”. The

researcher employed a structured observation, having laid out beforehand the aspects to look for.

3.6. Ethical issues

The researcher promoted the rights and ethics of the participants. In questionnaire and interviews the researcher sought permission from the school administration. Before sampling started in schools visited the researcher asked to excuse those who did not feel to be part of the research. The research was conducted with willing and highly motivated participants. Participants were guaranteed that their responses were to be recorded with strict confidentiality, for academic purposes. They were not required in questionnaire to provide their identity. Takona (2002:75) argues that, “the respondent will answer a questionnaire more frankly than he would answer an interviewer, because of a greater feeling of anonymity”. However, interviews and observations presented challenges on research ethics. Interviews deprived participants of their right to participate in the study with anonymity. Observations did not take aboard, the issue of consent from the participants as the researcher observed them unaware. Overall the research was conducted respecting the rights of the participants as the researcher got permission to carry the research from the ministry of primary and secondary education.

3.7. Data collection procedures

The researcher made an application, accompanied by an introductory note from the university to the ministry of Primary and Secondary Education head office. On being granted permission from the head office the researcher went on to negotiate with the Mashonaland west provincial office and Sanyati district office for their authority. The researcher was given

conditions on which to carry out a research in selected schools. With the authority in hand, the researcher visited and informed the heads of schools about the nature and purpose of the study. The heads allocated time to the researcher which did not interrupt with their teaching and learning activities. The researcher then followed the allocated time schedules in every school that formed the sample. The school heads stamped the introductory note from the university as a sign of acknowledging their participation. Questionnaires were first distributed to the sampled teachers before proceeding to the learners in every school. As the participants were responding the questionnaire, the researcher took the opportunity to interview the heads of schools. After the interview, the researcher waited for the teachers and learners to submit the completed questionnaires. It took three different sessions in different days for the researcher to complete data gathering through interviews and questionnaires. The researcher conducted interviews while questionnaires were being filled to avoid interfering with the respondents. After interviews and questionnaires, observations came into play at a selected school. The researcher was memorising the events which were recorded secretly.

3.8. Validity and reliability

Ary, Jacobs, Sorensen and Walker (2014) define validity as the degree to which an instrument measured what it claimed to measure. Martellar, Nelson, Morgan and Marchand-Martella (2013) also suggest that reliability deals with the consistency of the participants in giving their responses. The issues were a major concern which the researcher addressed diversely. A number of instruments namely questionnaires, interviews and observations so as to enhance the validity and reliability of findings. Johnson and Christensen (2012) terms this process triangulation, whereby the researcher seeks convergence, corroboration, correspondence of results from different methods. The weaknesses of one method in data

collection were complemented by the other, thus aiding to valid and reliable results. The instruments used were self-administered by the researcher which created an easy follow-up to questionnaires. The sampling procedures used such as stratified and random ensured that people with different characteristics were part of the research, thereby aiding to valid findings.

3.9. Data analysis procedures

The researcher analysed data through qualitative and quantitative procedures. Fraenkel and Wallen cited in Shirish (2013) argued that qualitative data involve words or pictures, not numerical indicators. Qualitative procedures were adopted since the research was mostly focused on the perceptions of learners, teachers and heads. As soon as the researcher received data, it was reduced to make sense, only selecting what is relevant to the study. This enabled the researcher to come up with meaningful conclusions pertaining the topic under study. Wellington (2000:134) argues that conclusion drawing, “involves interpreting and giving meaning to data”. The researcher also analysed data quantitatively through numeric means, using descriptive statistics. According to Johnson and Christensen (2012:451) descriptive survey statistics are, “statistics that focus on describing, summarising, or explaining data”. Therefore in this research tables were used.

3.10. Summary

The chapter focused on the research method which the researcher considered fit for the purpose of the study. The descriptive survey design was justified of its use in the study. The chapter also articulated the issues relating to the population, sample, sampling procedures, research instrumentation, ethical issues, data collection procedures and data analysis procedures.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.0. Introduction

This chapter focused on the presentation, analysis and discussion of the data that were collected through questionnaires, interviews and observation from learners, teachers and heads of schools. In this study, data was categorised and analysed according to the research questions reflected in chapter 1. The chapter started with an introduction, followed by demographic information on the response rate to instruments, the characteristics of the participants in terms of age, sex, working experience and their level of education. The analysis of the data according to research questions then follows, leading to the discussion of the findings. The chapter ends with a summary of the preceding discussions.

4.1. Demographic information

Table 4.1: The response rate to questionnaires by learners and teachers

Category	Number of questionnaires distributed	Number of questionnaires returned	Percentage response rate
Learners	85	85	100
Teachers	19	19	100

Table 4.1, showed that questionnaires were administered to eighty-five learners and nineteen teachers. All the questionnaires distributed were returned. The response rate to the study was a hundred percent thus aiding positively to the validity and reliability of the research.

Table 4.2: Response rate to interviews by heads

Number of heads selected	Number of heads interviewed	Percentage response rate
3	3	100

The table 4.2, above showed that of the three heads chosen for the purpose of this research all of them were available for the interview. Therefore the response rate was again a hundred percent.

Table 4.3: The summary of participants by sex

Sex	Frequency	Percentage
Males	58	54,2
Females	49	45,8
Totals	107	100

Table 4.3, showed that the study comprised of more males (54.2%) than females (45.8%). The explanation for such a distribution is that schools in Sanyati district comprise more males than females in their enrolment and staffing

Table 4.4: Representation of teachers according to their teaching experience

Number of years	Frequency	Percentage
0-5	6	27,3
6-10	7	31,8
11-15	2	9,1
16+	7	31,8
Total	22	100

Table 4.4 above showed that the research comprised of a mixed distribution of the teaching experience of participants. The table shows that twenty-two teachers participated in questionnaires and interviews. The ranges 6-10, 16+ were represented by 31,8% respectively and those below five years had 27,3%. The least percentage (9,1%) had a working experience

ranging between 11-15years. The varied distribution of the teachers according to their working experience positively enhanced validity and reliability of the study since experience matters much about how one perceives issues of discipline.

Table 4.5: Distribution of teachers according to their level of education

Level of education	Number of teachers	Percentage
Master's degree	1	4,5
Bachelor of education	10	45,5
Diploma in education	7	31,8
Non- teaching degrees, diplomas and certificates	4	18,2
Totals	22	100

The table above showed a variety of qualifications possessed by teachers who participated in the study. Those with masters degrees made 4,5% of the teachers, those with bachelors of education represented 45,5% of the teachers. The diploma of education holders made 31,8% and the non-teaching qualifications represented 18,2% of the selected teachers. The teachers who comprised the research were mature people who had passed through some form of tertiary education and could understand importance of school discipline very well.

Table 4.6: The representation of teachers according to their age

Age	Number of teachers	Percentage
21-30	4	18,2
31-40	10	45,5
41-50	7	31,8
51+	1	4,5
Total	22	100

The table 4.6, showed that teachers of different age groups participated in the research. The 21-30 age group represented 18,2%, 31-40 age group represented 45,5%, 41-50 age group represented 31,8% while those with 51+ made 4,5% of the sampled teachers. Teachers of

different age groups perceived issues of discipline differently. The unique aspect among the participant teachers is that they all qualified as adults who all had passion in child discipline.

Table 4.7: Representation of learners according to their age groups

Age	Number of learners	Percentage
11-15	35	41,2
16-20	50	58,8
Totals	85	100

The table above showed that the research comprised learners from two age groups that is 11-15 (41,2%) and 16-20 (58,8%). The reason for this distribution was because of the nature of the study which is particular to high schools. Most of the learners in these schools are in adolescents' stage which is a complex age group to handle in terms of discipline in a school.

4.2. Presentation and analysis of research findings

4.2.1. The prevalence of corporal punishment in schools

Questionnaires

Table 4.8: The responses of teachers on the prevalence of corporal punishment in schools

Concept	Yes	No	Total	Percentage	
				Yes	No
Do you use corporal punishment at school?	7	12	19	36,8	63,2
Do you use corporal punishment frequently at your school?	2	17	19	10,5	89,5
Does your religion allow child beating	14	5	19	73,7	26,3

Table 4.8, showed the prevalence of corporal punishment in schools basing on the responses from teachers. Nineteen teachers responded to the questionnaire and seven of them (36,8%) reported that they use corporal punishment in schools. Twelve teachers (63,2%) reported that

they no longer use corporal punishment in schools. Two teachers (10,5%) reported that they use corporal punishment frequently at school, while seventeen teachers (89,5%) suggested that they do not use corporal punishment frequently at school. Fourteen teachers (73,7%) stated that their religions allow the spanking of children while five teachers (26,8%) reported that their religions prohibit the beating of children. Therefore the analysis of the table suggests that corporal punishment is in use in schools, but at a low level. Corporal punishment is reported to be used with a limited number of teachers and with less frequency because of the current legislation which prohibits spanking of children, that most teachers fear losing their jobs. The limited continuous use of corporal punishment in schools can be explained by the fact that the majority of teachers come from religions which legitimise it.

Table 4.9: The responses of learners on the prevalence of corporal punishment

Concept	Yes	No	Total	Percentage	
				Yes	No
Do teachers use corporal punishment frequently?	35	50	85	41,2	58,8
Does your religion allow the beating of children?	77	8	85	90,6	9,4

The table above showed the responses of learners on the prevalence of corporal punishment. Thirty- five learners (41,2%) claimed that teachers use corporal punishment frequently in schools whilst fifty learners (58,8%) suggested that corporal punishment is not used frequently by teachers in schools. An argument can be drawn from the table that corporal punishment is still in use in secondary schools although lowly prevalent. Although it is not used frequently what is important to note is that it is used. The explanation for its use could be that learners come from religions which allow child beating, thus when they come to school, they already view it as a legitimate means to be used on them. Seventy- seven learners (90,6%) reported that their religions allow child beatings, whilst eight of them revealed that their religions do not accept corporal punishment.

Interviews

- How frequent do teachers use corporal punishment?

At school A the head reported that corporal punishment is not used frequently by teachers. The head reiterated that from 2010 they have not been using that method frequently. The head said that, “probably it is because of the Christian environment prevailing in the school that kids have learnt to do without corporal punishment”. The other head from school B suggested that it is no longer used regularly, only applicable to severe instances. The instances mentioned included bullying and disrespecting staff. The reason highlighted for the decreased use of corporal punishment was that teachers now fear losing their jobs. The last head from school C also reported that corporal punishment is no longer regular. He said that they occasionally use it depending on the magnitude of misbehaviour. Severe cases attract corporal punishment, he said.

Observation

- How frequent do teachers use corporal punishment?

Teachers still use corporal punishment, but not frequently. Two cases during the observation period were witnessed attracting corporal punishment, which is failure to be punctual on starting time and not writing school work. Mostly teachers interacted with learners without infliction of pain.

4.2.2. The views of learners, teachers and heads on the effectiveness of corporal punishment.

Questionnaires

Table 4.10: The responses of teachers on the effectiveness of corporal punishment

Concept	Yes	No	Total	Percentage	
				Yes	No
Is corporal punishment effective when compared to other alternatives?	13	6	19	68,4	31,6
Do you use corporal punishment without emotions?	12	7	19	63,2	36,8
Is it possible to achieve quality education in your school without corporal punishment?	7	12	19	36,8	63,2

Table 4.10 above showed that thirteen teachers (68,4%) agreed that corporal punishment is effective when compared to other alternatives whilst six teachers disagreed on its effectiveness. The list below showed the responses given by the thirteen teachers to justify their views on the effectiveness of corporal punishment:

- Pupils were afraid of corporal punishment because of the pain that it causes on their bodies unlike other punishments which just tire their bodies.
- The infliction of pain is able to turn around even the toughest hooligans at school
- Children were not mature mentally, so trying to reason with them will not be effective
- Human beings are difficult to handle, hence there is need to force them to comply if results are to be realised
- It inflicts pain which is a reminder to desist from misbehaviour
- It is advised even in the bible, it creates order and immediate results
- It is effective comparing to just talking to them or counselling
- It is effective because it is used to reinforce good behaviour

- Largely because of most pupils backgrounds, they behave better for the fear of being beaten
- Pupils rarely repeat misbehaviour if corporal punishment is properly administered
- It is effective but can be complemented with alternatives
- It instils a sense of fear and respect for teenagers to comply
- Most pupils respond to corporal punishment than guidance and counselling

The teachers who suggested corporal punishment as ineffective largely opted for alternatives. They pointed out that corporal punishment is undesirable. Some of the responses went along the arguments that corporal punishment would be mixed with emotions which is bad, it worsens the situation at hand. One of the teachers stated that, “even if there is no corporal punishment, serious students can achieve desired results”. The other one said, “a pupil needs counselling if he/she is to produce meaningful work”. Thus an analysis of the above findings would suggest that teachers in Sanyati district view corporal punishment as effective.

Twelve teachers (63,2%) reported that they use corporal punishment without emotions while seven teachers (36,8%) said that corporal punishment is attached with some emotions. An analysis of the findings would suggest that if corporal punishment is administered without emotions by teachers it is bound to produce better results. When emotions are attached to its administration learners will not understand whether it’s an act of settling differences rather than a disciplinary act. The attachment of emotions will make corporal punishment a way of discharging feelings of anger rather than to discipline the child.

Seven teachers (36,8%) also proposed that it is possible to achieve quality education without corporal punishment. Twelve teachers (63,2%) argued that for quality education to be achieved corporal punishment is necessary. Therefore it is evident that a large number of teachers in Sanyati district perceive corporal punishment to be an effective method of ensuring discipline.

Table 4.11: The responses of learners on the effectiveness of corporal punishment

Concept	Yes	No	Total	Percentage	
				Yes	No
Do you believe beatings make you take your school work seriously?	53	32	85	62,4	37,6
Do you think corporal punishment is necessary to bring desired behaviour?	62	23	85	72,9	27,1
Should teachers beat children?	50	35	85	58,8	41,2

Table 4.11 showed that fifty three learners (62,4%) suggested that corporal punishment make them take school work seriously whilst thirty-two (37,6%) disagreed that corporal punishment does not make them take school work seriously. Sixty-two learners (72,9%) agreed that corporal punishment is necessary to bring desired behaviour in a school set up. Twenty- three learners (27,1%) disagreed that corporal punishment is necessary to bring desired behaviour in learners in a school. Fifty learners (58,8%) were of the view that teachers should beat learners for misbehaviour, while thirty-five (41,2%) were against the spanking of learners by teachers. An analysis of the table could lead to a conclusion that the majority of learners believe that corporal punishment is effective for them to behave well and produce best results from their school work.

Interviews

- Is it possible to do without corporal punishment?

The head from school A reported that it is possible to do without corporal punishment. The influence of a Christian environment enabled their learners to work and achieve better without the high frequent use of corporal punishment. The head from school B argued that, “personally it’s impossible given the calibre of our learners”. The head said that given the high prevalence of misbehaviour of learners influenced by the Growth Point, learners go out of hand if they know that no beatings are applied to them. The head from school C said that it’s not absolutely possible to do without corporal punishment. There are some cases which need immediate compliance from the learners and in such cases it becomes effective. A close look to the responses given by the heads, it can be suggested that it all depends with the setting and culture of the school that it is possible or not to do without corporal punishment.

- Are you assured of quality education and effective discipline without corporal punishment?

The head from school A said that it is possible to have quality education without corporal punishment. He said that it is easier in a Christian environment where assemblies and peer discussions help learners to desist from misbehaviour. The school B head reiterated that there is no effective discipline and quality education without corporal punishment. He acknowledged that some teachers may inflict severe corporal punishment, but said it’s effective. He gave an example that some pupils interrupt lessons and disrespect teachers in classes if they know that no beatings apply, thus compromising quality. The head from school C stated that, “our students are so used to corporal punishment even at home that they can hardly do without”. He said that learners themselves believe it is the best and if they know

that no beatings are used, some even forget their business at school and start to misbehave. Therefore a synthesis of the responses suggests that corporal punishment is perceived as effective by a big number of heads and mostly in day schools.

- From your personal view what can you say about corporal punishment?

The head from school A stated that in the olden days from his experiences, corporal punishment is bad, silly cases would result in corporal punishment like failing to underline date. The head said that it causes learners to hate education when it is applicable to silly cases. The head from school B advocated that corporal punishment should continue, but it should not be used regularly. He said that corporal punishment is not child abuse and it is supported in the Bible. He said those who suggest it as child abuse went through that and achieved better than the children we are having today. The head from school C said that it's not the best way of disciplining children, despite its use. He said from a legal perspective it is now termed abuse and asked, "how can we sustain a system which is termed abuse even if we use it?" An analysis of the responses given would suggest that the effectiveness of corporal punishment is subjective, it depends on individual experiences and perception of the current situation.

OBSERVATION

- How do learners respond to corporal punishment?

The findings were mixed that in immediate situations corporal punishment serves well, but cannot provide long term solutions to problems. One morning the researcher stood at the gate where a teacher on duty was holding a stick. The late learners saw the teacher and started running for the fear of being beaten. A close look would reveal that learners do some actions

for the sake of fear, not necessarily having responsibility for their actions. The teacher on duty also fumed to the other learner that he was late all the days of the week despite being beaten. In this example it is clear that learners respond immediately to the situation at hand and not necessarily that they won't repeat the bad behaviour. In the second example, a lady teacher identified a learner who has not been writing exercises for three days. The learner was beaten and ordered to write the missing work. What the learner simply did was to copy other pupils work and the book was back in less than an hour. It is clear that the learner just complied for the fear of the stick without committing to the task. Therefore learners respond immediately for the sake of fear but not ending bad behaviour.

- The emotions of teachers when using corporal punishment

Teachers attach some emotions when administering corporal punishment. They did not use a friendly face but exposed their anger.

4.2.3. The implications of using corporal punishment in school discipline

Table 4.12: The responses of the learners on the implications of using corporal punishment

Concept	Yes	No	Total	Percentage	
				Yes	No
Is there any case when one got injured as a result of beatings	52	33	85	61,2	38,8
Do teachers use beatings without emotions	29	56	85	34,1	68,9

The table above showed that learners are aware of the negative implications of corporal punishment. Fifty-two learners (61,2%) reported that they witnessed injuries from corporal punishment whilst thirty-three (38,8%) did not conform that corporal punishment causes

injuries. The injuries could result since the majority of learner summing up to fifty-six (68,9%) pointed out that teachers use corporal punishment with emotions. Only twenty-nine learners (34,1%) suggested that their teachers use corporal punishment without emotions.

4.2.4. How effective can corporal punishment be in fostering discipline in schools?

In determining the effectiveness of corporal punishment learners were asked some common forms of deviance and whether they could justify the use of beatings. Common forms of deviance highlighted include fighting, love affairs, stealing, cheating, absconding lessons, not writing exercises, making noise, and smoking, bullying, not participating in class, and not being punctual. Below is the table which summarises the responses of the learners in justifying the use of beatings in the above mentioned cases.

Table 4.13: The responses of learners on corporal punishment in fostering discipline

Concept	Justification			Percentage		
	Yes	No	Unclear	Yes	No	Unclear
Whether or not learners justify corporal punishment	49	27	9	57,6	31,8	10,6

The table above showed that forty-nine learners (57,6%) justified the use of corporal punishment in the instances they mentioned. The common reasons given included that; it makes them future responsible adults, maintains order at school. Twenty-seven learners (31,8%) did not justify the use of corporal punishment. The common reasons they also gave included that; it leads to injuries, it makes them hate teachers and their subjects, people repeat the same wrong behaviours. In Day schools some learners highlighted that they travel long distances and some cross rivers in rain season and as such could not justify corporal

punishment for coming late. Nine learners (10,6%) did not give clear responses thus it was difficult to determine whether or not they justify.

Table 4.14: The responses of teachers on corporal punishment in fostering discipline

Concept	Yes	No	Percentage	
			Yes	No
Is it possible to achieve discipline in your school without corporal punishment	7	12	36,8	63,2

The table above showed that seven teachers (36,8%) believe that discipline is achievable without corporal punishment whilst twelve teachers (63,2%) suggest that discipline is not achievable without corporal punishment. The majority of teachers who hailed corporal punishment in achieving school discipline pointed to biblical references that a rod is necessary to breed desired behaviour. One teacher even wrote that, “pupils need to be punished, some understand that language”. The minority (36,8%) of the teachers stated that without corporal punishment it’s possible to achieve discipline and alluded to alternatives. The other teacher wrote that, “Pupils will learn better if they don’t feel threatened”.

4.2.5. WHY ARE TEACHERS RESISTING CONSTITUTIONAL STIPULATIONS AND EDUCATIONAL POLICIES ON THE ABOLISHMENT OF CORPORAL PUNISHMENT?

The following are the responses given by the heads to explain for the continued use of corporal punishment in schools:

School A

-cultural influence

- Teachers went through corporal punishment and believe its best

School B

-Educationists feel it's a working method. There is a contrast between legislation and educationists. No enough consultation was made on the side of the educationists

- It's an inherited institution within the system

School C

-it's inherent within members of staff who have been exposed to that during their learning times.

-its immediate, its effects can be felt there and there

4.2.6. What are the alternatives to corporal punishment?

All the teachers who responded in questionnaires demonstrated that they are aware of alternative disciplinary forms.

Table 4.15: The alternatives suggested by teachers

Alternative	Number	Percentage
Manual/ productive work	8	42,1%
Guidance and counselling	11	57,9%
Suspension	2	10,5%
Calling parents	3	15,8%
Remediation	3	15,8%
Extrinsic motivation	2	10,5%
Positive reinforcement	2	10,5%

The highest number of teachers, which is eleven (57,9%) suggested that guidance and counselling sessions should be given to learners to cultivate positive behaviour. Eight teachers (42,1%) suggested manual work such as picking papers, cleaning the staffroom, watering plants around the school. Two teachers (10,5%) also suggested suspension of misbehaving learners while three teachers (15,8%) suggested the calling of parents to collectively discuss the future of children who misbehave. Three teachers (15,8%) also suggested that rather than beating poor performers it's better to offer remediation. Extrinsic motivation was also suggested as another alternative by two teachers (10,5%), that parents and school personality should motivate positive behaviour in learners. Lastly, two teachers (10,5%) advocated for positive rewards, that good behaviour and performance should be reinforced.

- Alternatives suggested by learners

Learners also deliberated on some of the disciplinary forms they considered to be alternatives such as manual punishment, detention, deprivation of privileges such as going for sports, guidance and counselling, devotions from pastors, peer education, informing parents and humiliation in public like at assembly points.

- Alternatives suggested by heads

All the heads of schools reported that they expose their teachers to alternative disciplinary measures. They suggested the following alternatives: counselling, manual punishment, detention, educate the learners on how to live using the bible, deprive learners some of their privileges, calling parents.

- The alternatives observed in use

The researcher witnessed the extensive use of manual punishment as an alternative to corporal punishment. This was in the form of cleaning the school environment.

4.3. DISCUSSION

In relation to the first research question, a greater percentage of the learners (58,8%) disagreed that their teachers use corporal punishment frequently. Also a greater number (89,5%) of teachers reported that they do not use corporal punishment frequently and some have desisted from using corporal punishment at school. The conclusion is that, there is low prevalence of corporal punishment in high schools in Sanyati District. The heads also reported decreased use of corporal punishment in schools, as also in observation. The decreased use of corporal punishment in schools can be explained by Smith (2008) that the Government of Zimbabwe has enacted laws and regulations that forbid teachers from using corporal punishment on learners. Therefore, it might be some compliance to the laws that the frequent use of corporal punishment is getting low.

The majority of learners, teachers and heads in selected schools suggested the effectiveness of corporal punishment in their context. Large number (68,4%) of teachers pointed that corporal punishment is effective than alternatives, (63,2%) use corporal punishment without emotions and they argued that quality education is not attainable without corporal punishment. In a similar research Mawere and Rambe (2013:52) argued that, the majority of people in Mozambique believe that to stop using corporal punishment would be a compromise to the quality of education. This seems to be the thinking of most teachers who represented Sanyati District. Also the majority (62,4%) of the learners suggested that beatings

make them take their school work seriously and (72,9%) hailed corporal punishment in bringing desired behaviour. A large number (58,8%) of learners even suggested that teachers should corporally punish misbehavers at school. Mawere and Rambe (2013) concur with the findings that, learners have a tendency of not taking their school work seriously when corporal punishment is relaxed. The views of teachers and learners tend to have religious backing, since the majority (90,6%) of learners and (73,7%) of teachers cited that their religions allow the beating of children. In this respect the majority reported to be Christians and most teachers gave biblical justifications to support corporal punishment. Webb (2011) supports their opinion, that the advocates of corporal punishment suggest the Bible teaches about it and their practices of spanking children are Biblical. Two heads of schools who represent a majority said that they cannot totally do without corporal punishment in their schools and they are not assured of effective discipline and quality education if corporal punishment is withdrawn. In researcher's observations mixed findings were yielded that corporal punishment is effective to immediate situations whilst it cannot offer long term solutions to disciplinary problems. Teachers tend to attach emotions to the administration of corporal punishment thus underplaying its effectiveness with time of its use. Daly (2007) captures the same understanding that corporal punishment immediately stop unpleasant behaviour, but its effectiveness is reduced with its use subsequently.

However the majority of learners although they hold on to the effectiveness of corporal punishment, are aware of its negative implications. The majority (61,2%) of learners reported to have witnessed injuries from corporal punishment. The injuries result based on the finding that most of the learners reported that teachers use corporal punishment with emotions which is bad. These findings do not conform to the earlier work by Grossman (2004) who argues that corporal punishment is not abusive if correctly administered in a calm, rational

atmosphere, students are not paddled excessively and forgiven immediately to demonstrate that they were punished out of love, not anger.

The vast number of teachers and learners justified the effectiveness of corporal punishment in fostering discipline in schools. A large number (63,2%) of teachers suggested that it is not possible to achieve discipline without corporal punishment. They cited that a rod is necessary to mould desired behaviour and character. Confirming the findings Grossman (2004) argues that corporal punishment builds character by teaching students to accept the consequences of their actions. A large number (57,6%) of learners alluded to the same thinking, justifying the relevance of corporal punishment as a way to change character and maintain order in a school.

The teachers are resisting constitutional stipulations and educational policies that prohibit corporal punishment. The common reasons given for such a resistance included the cultural influences, being inherent in teachers and thus perceiving it as effective. Gatlen (2008) supports this finding that parents who were subjected to corporal punishment as children, inflict corporal punishment on their own children because they know no other way. Therefore, the subjection of teachers to corporal punishment during their learning times explains their resistance to the constitution and education policies.

The findings on alternative to corporal punishment suggests that heads of schools are all aware of the alternatives and they expose teachers to them. The commonly suggested alternatives by teachers, heads and learners are guidance and counselling, manual punishment, calling parents, suspension and detention. A confirmation to these findings is

found in the previous work by Regoli, Hewitt, DeLisi (2013) who advocate for parents/teacher conferences about student behaviour, detentions, in-school suspension, the use of staff such as counsellors and psychologists.

4.4. Summary

The chapter focused on the presentation, analysis, and discussion of findings on the views of teachers, learners and heads on the effectiveness of corporal punishment. A large number of teachers, learners and heads perceived corporal punishment as a necessary and effective means to achieve discipline. However, despite their perceptions of corporal punishment as an effective way, learners are aware of the undesired implications like causing injuries. The next chapter will summarise, conclude and give recommendations to the research.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

Chapter four of this study presented, analysed and discussed the data collected through questionnaires, interviews and observations. This chapter summarises and gives conclusions of the study as well as recommendations. A large number of learners, teachers and heads perceived corporal punishment to be effective in achieving discipline in secondary schools in Sanyati district.

5.1. Summary

The study concentrated on the effectiveness of corporal punishment in secondary schools. Basically five chapters made up the study. The introductory chapter had a background to the study. The background presented corporal punishment as a contested issue across the globe with some countries abolishing it. Zimbabwe took moves to stop its administration legally, despite the fact that the practice continues in schools. The purpose of the study, research questions, its significance, assumptions, limitations, delimitations of the study and the definitions of key terms received due attention in the study.

A review of what other authorities have said about corporal punishment was also explored according to the research questions. A historical development on the subject regarding the legislation and educational policies was examined leading to the current provisions. The current legal provisions state the illegality of corporal punishment in all spheres of human life. The positive and negative implications of corporal punishment which comprised the two

conflicting perceptions also came under discussion. The religious views, human rights perspectives with a consideration of the situation in other countries on corporal punishment was reviewed from various scholarly perceptions. The possible reasons for a persisting use of corporal punishment by teachers as well as the alternative disciplinary methods were part of the review.

The methodology of the study was also established with the descriptive survey design in use since the study aimed to gather the perceptions, views and attitudes through questionnaire, interview and observation. The population, sample and sampling procedures of the study were articulated. The process of gathering findings was highlighted, together with the justification of instruments used. The procedure for data analysis and ethical challenges, considering how they were addressed received attention.

The presentation of the findings and analysis went concurrently with discussions coming after in this study. Data were mostly presented quantitatively in tables and qualitatively through narrations. The analysis and discussions followed the order of the research questions in the introductory chapter. Discussions were meant to confirm the findings with what has already been established by authorities as well as some inconsistencies.

The research was also met with the challenges which might have influenced the validity of the research findings. Time was a major constraint to the research, thus the questionnaires were administered in a space of three days. The financial source of the researcher was limited which also meant that the researcher was unable to carry out the study with the largest sample possible. Therefore, the challenges met by the researcher might have had a bearing on the

sample size, which might as well influence the validity of the findings. Lastly, the environment which the researcher carried the study was not absolutely receptive. Some teachers were not willing to assist the researcher with all sorts of support needed.

5.2. Conclusions

The study consisted of varied viewpoints from learners, teachers and school heads on the effectiveness of corporal punishment. In relationship to research question 1, it can be deduced that there is low prevalence of corporal punishment in schools in Sanyati District. The larger number of respondents, that is 89,5% of teachers and 58,8% of the learners suggested less frequency of corporal punishment in schools. All interviewed heads also pointed that it is less prevalent in schools. The observation also echoed the same views of learners, teachers and heads which makes it conclusive that corporal punishment is less prevalent in Secondary schools of Sanyati District.

On research question 2, the majority views of learners, teachers and school heads pointed to the effectiveness of corporal punishment. The views suggested it is more effective when compared to the alternatives. Also both teachers and learners cited it as a necessary institution to realise better results in schools. The majority of the heads (2) echoed the same understanding that it is not possible to do without corporal punishment in their schools and cannot achieve quality education and effective discipline. The conclusive argument could be that corporal punishment is viewed as effective in secondary schools in Sanyati district.

In relationship to research question 3, it is conclusive that learners are aware of the negative implications of corporal punishment. A majority consensus amongst the learners revealed that they witnessed injuries from corporal punishment. On research question 4, a majority of teachers pointed that effective discipline can be realised through application of corporal punishment. Therefore, it is conclusive that despite the effectiveness of corporal punishment, it has negative implications.

On research question 5, the concluding argument could be that teachers resist legislation and educational policies mostly as a result of cultural influence and the inherent nature of the institution, since teachers went through a system which legitimised corporal punishment.

Lastly, on research question 6, it can be deduced that teachers, learners and school heads are aware of the alternatives to corporal punishment. The most common of the suggested include manual work, guidance and counselling, calling parents, deprivation of privileges to misbehaving learners, suspension, positive reinforcements and educating the learners about how to live in the absence of corporal punishment.

5.3. Recommendations

The study came up with the following recommendations:

- The legislators and policy makers to reconsider the issue of corporal punishment with adequate consultation from the educators.

- The Ministry of Primary and Secondary Education to carry workshops in order to educate teachers to give researchers a warm welcome and required support in their schools.
- The Ministry of Primary and Secondary Education to decentralise the approval to carry researches so as to save time and money of the researchers.
- A series of workshops on a more exposition of learners and teachers to the alternative disciplinary methods, such that they can be free to operate in the absence of corporal punishment.
- Corporal punishment should continue in school basing on the conclusion to research question2 that it is effective.
- Educational policy makers should have access to the findings of this study through the facilitation of physical and electronic libraries.

5.4. Recommendations for further study

The researcher recommended a similar study taking aboard the views of the parents to be carried out. The same study was also recommended by the researcher to be carried out with ample time available and a considerably large sample to verify the findings of this study.

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APPENDIX A

INTERVIEW GUIDE FOR HEADS OF SCHOOLS

I am KARL-MARX KAGWEDA, a fourth year student in the faculty of education at Midlands State University, doing Bachelor of Education Honours Degree in Religious studies. I am carrying out a research project to determine the effectiveness of corporal punishment as a way of achieving discipline in schools. The information you will provide will be treated with confidentiality and will solely be used for the purpose of this research.

- 1) Is it possible to do without corporal punishment in your school?
- 2) How do you explain the continued use of corporal punishment in your school against legal and educational policy provisions?
 - What action did you take as an administrator?
- 3) Are you assured of quality education and effective discipline without corporal punishment?
- 4) Do you expose your teachers to alternative disciplinary measures?
 - With what success has been your expositions, to stop teachers from using corporal punishment?
- 5) How frequent do teachers at your school use corporal punishment?
- 6) From your personal view, what can you say about corporal punishment?
- 7) What intervention measures do you suggest in place of corporal punishment?

APPENDIX B

OBSERVATION GUIDE

Aspects to be observed:

1) Who to observe?

- Teachers and learners

2) What to observe?

- Interaction between teachers and learners
- Instructional methods they use to make learners, behave in the ways they want
- The frequency of teachers in using corporal punishment
- How learners respond to corporal punishment
- The emotions of teachers when using corporal punishment
- Alternative disciplinary methods used by teachers

5) Do you think corporal punishment is necessary to bring desired behaviour? Yes No

6) Do you believe beatings make you take your school work seriously? Yes No

7) Do teachers use beatings without emotions? Yes No

8) Is there any case when on got injured as a result of beatings? Yes No

9) Do teachers use corporal punishment frequently? Yes No

10) List the forms of delinquency which attract corporal punishment from your teachers.....
.....
.....

11) In all the forms of delinquency do you justify the use of corporal punishment? Explain.....
.....
.....

12) Sometimes when you do wrong, what other forms of discipline do teachers use other than corporal punishment?.....
.....
.....
.....

13) Suggest some alternatives to corporal punishment.....

.....

.....

.....

.....

APPENDIX D

QUESTIONNAIRE FOR TEACHERS

I am KARL-MARX KAGWEDA, a fourth year student in the faculty of education at Midlands State University, doing Bachelor of Education Honours Degree in Religious studies. I am carrying out a research project to determine the effectiveness of corporal punishment as a way of achieving discipline in schools. I kindly request you to respond to this questionnaire by ticking the appropriate answer or give detailed information where it is required. The information you will provide will be treated with confidentiality and will solely be used for the purpose of this research.

SECTION A

- | | | | | | |
|----|----------------------------------|----------------|--------------------------|--------|--------------------------|
| 1) | Sex | male | <input type="checkbox"/> | female | <input type="checkbox"/> |
| 2) | Age | below 20 years | <input type="checkbox"/> | | |
| | | 21-30 years | <input type="checkbox"/> | | |
| | | 31-40 years | <input type="checkbox"/> | | |
| | | 41-50 years | <input type="checkbox"/> | | |
| | | 51+ years | <input type="checkbox"/> | | |
| 3) | Teaching experience | below 5 years | <input type="checkbox"/> | | |
| | | 6-10 years | <input type="checkbox"/> | | |
| | | 11-15 years | <input type="checkbox"/> | | |
| | | 15+ years | <input type="checkbox"/> | | |
| 4) | Indicate your qualification..... | | | | |

- 5) Indicate the type of school
- | | | |
|--|-----------------|--------------------------|
| | Day school | <input type="checkbox"/> |
| | Boarding school | <input type="checkbox"/> |

SECTION B

6) Do you use corporal punishment at school? Yes No

7a) Is it possible to achieve quality education and discipline in your school without corporal punishment? Yes No

b) briefly justify for your answer above

8) Does your religion allow child beating? Yes No

9a) Is corporal punishment effective when compared to other alternatives? Yes No

b)briefly justify your answer above.....

10) Do you use corporal punishment without emotions? Yes No

11) Do you use corporal punishment frequently at your school? Yes No

12) Suggest some alternatives to corporal punishment.....

All communications should be addressed to
"The Secretary for Primary and Secondary
Education"
Telephone: 799914 and 705153
Telegraphic address : "EDUCATION"
Fax: 791923,



Reference: C/426/3 Mash West
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
Harare

24 July 2015

Karl-max Kagweda
Midlands State University
Private bag 9055
Gweru

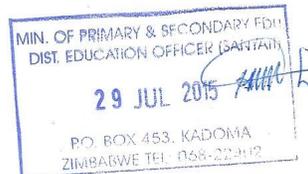
**RE: PERMISSION TO CARRY OUT RESEARCH IN MASHONALAND WEST
PROVINCE: SANYATI DISTRICT: SANYATI GOVERNMENT, SANYATI
BAPTIST AND NEUSO HIGH SCHOOLS**

Reference is made to your application to carry out a research in the above
mentioned schools in Mashonaland West Province on the research title:

**"AN INVESTIGATION ON THE EFFECTIVENESS OF CORPORAL PUNISHMENT
AS A WAY OF ACHIEVING DISCIPLINE IN SCHOOLS A CASE OF SANYATI
DISTRICT, MASHONALAND WEST PROVINCE."**

Permission is hereby granted. However, you are required to liaise with the Provincial
Education Director Mashonaland West, who is responsible for the schools which you
want to involve in your research. You should ensure that your research work does
not disrupt the normal operations of the school.

You are required to provide a copy of your final report to the Secretary for Primary
and Secondary Education by December 2015.



E. Chinyowa

Acting Director: Policy Planning, Research and Development
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Mashonaland West Province

RIIATMIS



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

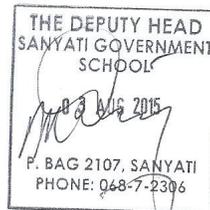
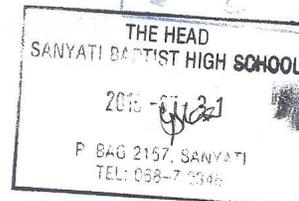
The bearer KAGWEDA KARL-MARX is a B.Ed/
MED/PGDE student at this University. She / he has to undertake research on the title:
AN INVESTIGATION ON THE EFFECTIVENESS OF CORPORAL
PUNISHMENT AS A WAY OF ACHIEVING DISCIPLINE IN
SCHOOLS - A CASE STUDY OF HIGH SCHOOLS IN SANYATI DISTRICT
He/she is required 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


Mrs Shoko B
(Acting Chairperson – Applied Education)



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ZIMBABWE

Ref : C/246/1/MW

Ministry of Primary & Secondary
Education
P.O Box 328
CHINHOYI

All communications should be addressed
to
"The Provincial Education Director"
Telephone: 067-23083/4/5
Fax: 067-23320

MIN. OF PRY. & SEC. EDUCATION
HUMAN RESOURCES (DISCIPLINE)
MASH. WEST PROVINCE
28 JUL 2015
P.O. BOX 328, CHINHOYI
ZIMBABWE

Mr/Mrs/Ms/ KARL-MARX KAGWEDA
Midlands State University

Eweru

IDNO: 24-179430 N24.
STUDENT NO: R121599 P.

Dear Sir/Madam

**APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH:
SCHOOLS IN MASHONALAND WEST PROVINCE: SANYATI DISTRICT**

Your application letter dated 20/7/15 seeking authority to carry out a research/survey in schools
in Mashonaland West Province refers:

Permission has been granted by the Provincial Education Director on the following conditions:-

- that the learning and teaching programmes at the targeted schools are not interrupted in any way.
- that you strictly adhere to the activities and topics specified in your letter of request.
- that the permission or authority may be withdrawn at any time by this office or a higher office if need be.

Please apprise this office on your research findings for the benefit of the Province.

By this letter, all District Education Officers and Heads of schools you wish to visit are kindly requested
to give you assistance in your work.

We wish you success in your research and studies.

WOLAGODA
For : **PROVINCIAL EDUCATION DIRECTOR**
MASHONALAND WEST PROVINCE

MIN. OF PRIMARY & SECONDARY EDUCATION
DIST. EDUCATION OFFICER (SANYATI)
29 JUL 2015
P.O. BOX 453, KADOMA
ZIMBABWE TEL: 058-22430