

CHAPTER ONE:

THE RESEARCH PROBLEM AND ITS CONTEXT

1.0 Introduction

This chapter serves to outline the background of the study, which looks at what other researchers say about abolition of corporal punishment, statement of the problem, research questions. The significance of the study highlighted the benefits, which the study brought. Assumptions are what are assumed to be happening. On delimitations, the researcher defined the physical boundaries, population and geographical location where the study will be carried out. On limitations, the researcher looked at challenges and drawbacks that hinder the carrying out of the research. Lastly, the researcher looked at definition of terms that were defined in the context of the study.

1.1 Background to the study

Corporal punishment has been used in the U.S as a tool for social control, controlling delinquency, and foster good behaviour in children. Corporal punishment as a means of discipline relies on fear and submissiveness and diminishes a child`s capacity to grow up as an autonomous and responsible people (Unicef, 2009). According to UNESCO report of 2001, forms of corporal punishment in schools involves spanking, slapping, rapping of the head amongst others. Hyman (2000) is of the view that corporal punishment in schools in the U.S was administered as a means of altering a child`s behaviour and a penalty for student transgression. Corporal punishment has been widely used due to the failure of interventions such as guiding and counselling. As revealed by UNESCO (2001) African schools to operate without corporal punishment, they would descent into chaos.

On the other hand, it is widely believed that discipline is required for students in order for them to be successful in education, especially during the compulsory period. Gordon

(2012) mentions that 60% to 89% as revealed by the research of Rearden and Reynolds (1979), parents support legal use of corporal punishment on their own kids by the schools. Therefore, this implies that students who perform poorly in academic work are likely to be regularly punished. Thus, Robinson (2005) questions the effectiveness of corporal punishment such as running away, fear of teachers, feelings of helplessness, humiliation aggression and destruction at home and at school, abuse and criminal activities.

The widely adopted reasons and perceptions for using corporal punishment in schools according to Gordon (2012) are that there are high numbers of students in classes, lack of concentration, work pressure and violence in family and in schools. However, Bintesky (2008) argues that the childcare professionals such as teachers, social workers, doctors and psychologists should work upon the effects that result from the use of corporal punishment that can be lasting and damaging reaching well into adulthood. The Unicef's Asian Report of 2001 states that children's eardrums have burst as a result of being boxed. More so, minor injuries such as bruising and swelling are common, more severe injuries such as large cuts are also prominent.

In addition, the inadequacy of resources and training of teachers in schools combined with crowded classrooms is repeatedly cited as a major reason for teachers' inability to initiate learning processes without adopting corporal punishment to restore discipline. A survey in Kenyan schools by UNESCO (2001) reveals that teachers use corporal punishment as a quick and easy means to apply and maintain discipline, it instils discipline and good morals. Hence, teachers, parents and pupils have various perceptions towards corporal punishment.

Further, in 2006, it became not just a regional but also a global goal. The U.N Secretary – General's study on violence against children, in a report submitted to the U.N assembly has set 2009 as the target date for achieving universal abolition. The philosophy being

that children are not mini-human beings with mini human rights therefore, the society and all institutions must respect and uphold children`s rights.

The abolition of corporal punishment is a brainchild of the international community. The U.N Convention on the Rights of the Child of 1989 is the first global multilateral agreement, which in general establishes the international acknowledgement of the rights of children as human beings, and this meant that it considers children as active subjects with rights. The UN convention laid the framework for abolition of corporal punishment in correctional institutions, schools and at home. According to Durrant (2000), corporal punishment violates the following rights and principles; the best interest of the child (article 30, direction and guidance of parents (article 5), survival and development of boys and girls (article 6), health and detrimental practices (article 24, 3) and education or school discipline. Therefore, the provisions of the convention recommended eradicating corporal punishment through carrying out additional educational efforts to change the perceptions of the society in connection with corporal punishment and to promote its legal prohibition.

However, Chamberlain (2006) argued that corporal punishment is counterproductive relatively dangerous and harmful according to research findings. He added that it has not been found as an effective means of positive long-term developmental outcomes such as moral internalization or social problem solving. Dos Santos (2008) is of the view that constructive and non-violent child discipline is needed and it is formulated and applied in a manner that respects the human dignity and rights of the child and with an understanding of child development. Regionally, the Declaration of Human rights, African Commission on Human and People`s Rights and the African Charter on the rights of the child explicitly advocated for prohibition of corporal punishment which violates children`s rights. Gordon (2012) argues that corporal punishment should be abolished

because it is a violation of children`s rights, it can cause serious physical and psychological harm to children, teaches children that violence is an acceptable and appropriate strategy for resolving conflict amongst others.

In Zimbabwe, corporal punishment was once abolished in 1982 but the government reversed it in 1985 due to the upsurge in incidents of pupils bullying teachers resulting in deterioration of classroom discipline. However, it stipulated the circumstances of using corporal punishment. Zimbabwe signed and ratified international conventions and treaties for protecting children`s rights which fight off corporal punishment. This was severely influenced by the detrimental effects of corporal punishment. A survey conducted in 2014 found that 63% of children aged 1-14 years experienced violent punishment, psychological aggression and physical punishment during the month preceding the survey. 53% experienced psychological aggression and 36% faced physical punishment (ZIMSTATS, 2015). In Zimbabwe, corporal punishment and other forms of cruelty and degrading punishment have been widely favoured methods of managing discipline both at home and school. Amongst the effects of corporal punishment are low self-esteem, interfering with the learning process, a threat to the health development and welfare of children and an ineffective form of discipline and control.

Resultantly, abolition of corporal punishment by the government through its policy and the new constitution has raised many perceptions in parents, pupils and teachers which this study wants to investigate. Locally, the Zimbabwean constitution has touched on abolition of corporal punishment amongst other legislative frameworks. Therefore, violation of children`s rights in connection with corporal punishment have attracted civil society organizations such Save the Children, Unicef amongst others to advocate for the rights of the child.

1.2 Statement of the problem

A gap needs to be filled in social learning and child development since many people focus much on socioeconomic development sidelining the importance of child development and behaviour modification. Bell and Gill (2009) state that parents and teachers resort to corporal punishment because they lack sufficient resources to tackle a situation of unruly behaviour, they are not skilled to interpret social situations in which they are using corporal punishment and that they do not have expertise and alternative strategies to use other than corporal punishment. Dos Santos (2002) argued that corporal punishment imposes many effects on children who become victims of the situation and that the effects greatly affect cognitive/ psychological, physical and child development. Amongst the effects are low self-esteem, interfering with cognitive development and damaging emotional links. Therefore, the abolition of corporal punishment in schools by the government of Zimbabwe has off late started to emerge due to psychological impacts of corporal punishment amongst them trauma, psychological harm to children and low self-esteem. Hence, this case study seeks to find out the perceptions of teachers, parents and pupils towards government policy on abolition of corporal punishment.

1.3 The study questions

1. What are the teachers, parents and pupils perceptions towards government policy on abolition of corporal punishment in schools?
2. What are the reasons for abolishing corporal punishment?
3. What corporal punishment strategies can be put in place as alternative solutions to achieve abolition?

1.4 Significance of the study

The study will be of great significance to pupils, teachers, school heads and the district and it will possibly contribute with a fully grounded framework. The research will bring awareness of the importance of employing alternative ways of controlling pupils in schools and foster child development. The teachers will also benefit from the research, as they will get information, which will make them aware that corporal punishment has negative effects on child development. Further, school heads as managers/administrators will get the facts and guidelines on different perceptions towards government policy on abolition of corporal punishment. More so, the study will provide vital information to the District Education office on the actual situation in primary schools pertaining how corporal punishment makes pupils governable and how it again affects child development. The district will then use the information in workshops to make teachers, parents and school heads aware of the importance of exercising alternative control measures which are apart from corporal punishment which violates children`s rights.

1.5 Delimitations

The study was carried out in some schools in Gweru (urban). In which the researcher is located. Participants in this study were teachers and school heads therefore it will be easier for the researcher since she is a teacher. Pupils from grade 5 to 7 were also part of the population. The study will focus on the teachers, parents and pupils perceptions towards the government`s policy on abolition of corporal punishment.

1.6 Limitations to the study

Financial constraints limited the researcher in carrying out the research. Time was also another limiting factor for the researcher to administer and collect the questionnaires to and from the respondents in the schools in Gweru urban. Further, since the researcher

wanted to interview the teachers and school heads adequate time is required. The study respondents might be not willing to complete the questionnaires due to problems such as time and personal commitments hence this limitation can be countered by leaving the questionnaires with the respondents so that they can respond on their own free time. Another limitation of the research is that the study cannot be generalised to the whole country since it mainly focused in Gweru urban leaving some parts of the country.

1.7 Definition of terms

Corporal punishment – is any action taken by a parent, teacher or caregiver that is intended to cause physical pain or discomfort to a child for the purpose of correcting or controlling his or her behaviour.

Perceptions - psychological tendency that is expressed by evaluating a particular entity with a degree of favour or disfavour.

1.8 Assumptions

The study is based on the following assumptions.

1. Pupils are exposed to corporal punishment in most schools in Zimbabwe.
2. Parents, teachers and pupils hold certain perceptions towards government policy on abolition of corporal punishment.
3. Some schools exercise moderate corporal punishment.
4. Few primary schools use alternative methods to corporal punishment.
5. School heads and teachers feel non-use of corporal punishment makes pupils ungovernable.

1.9 Summary

The researcher highlighted the historical trends and perceptions held by parents, teachers and pupils towards abolition of corporal punishment and its abolition, statement of the problem, research questions, assumptions, and significance of the study were outlined. The researcher further discussed the delimitations, limitations to the study and the definition of terms. The next chapter will focus on reviewing literature related to the study.

CHAPTER TWO:

REVIEW OF RELATED LITERATURE

1.0 Introduction

This chapter reviewed literature related to issues of teachers, parents and pupils' perceptions towards government's policy on abolition of corporal punishment, reasons why corporal punishment should be abolished and the strategies which can be put in place as alternative solutions to achieve abolition of corporal punishment in the primary schools of Gweru urban. It looked on the trends of corporal punishment and the findings from international, regional and national studies on child development and social learning.

2.1 Theoretical framework

Many theories have been advanced over the years to explain why people behave as they do. A shared understanding of corporal punishment is of paramount importance to be pre-conceptualised before looking on the theories informing corporal punishment and its abolishment. According to Hirst and Peters (2007), states that punishment is often confused with discipline because it is a device to which teachers and parents often resort to in order to maintain discipline and that education necessarily involves discipline. The biblical injunction "spare the rod and spoil the child" implies that it is of paramount importance to interrogate the place of corporal punishment as a means of maintaining discipline in schools. Madzivanyika (2002) argues that when disequilibrium that is created by indiscipline repeatedly occurs then punishment comes into play as the means of restoring equilibrium to facilitate learning.

Theoretically, the concept of corporal punishment derives the general idea of punishment which itself issues out of the notion of discipline. It has been believed as one method of preserving discipline. The Britannica Encyclopaedia defines punishment as “the infliction of some pain, suffering, loss or social disability as a direct consequence of some action or omission on part of the person as cited by Sithole (2004). The theorists on corporal punishment argued that the disadvantages of corporal punishment outweigh the advantages.

2.1.1 Retributive theory

Peter (2001) explained the idea of corporal punishment in terms of the “an eye for an eye or tooth for a tooth” basis thus, punishment is a consequence of an offence. The main idea in this theory is of settling down scores. For example, unwanted behaviour or truancy by children in schools result in teachers administering corporal punishment in a bid to modify children`s behaviour. The theory shows that if pupils are not punished for their actions they will even get worse in terms of behaviour. As postulated by Zindi (2005) of Zimbabwe on his research on punishment states that thousands of Zimbabweans claim that they have their success to the use of corporal punishment by their teachers. The Public Service (disciplinary) Regulations Statutory Instrument 65 of the constitution of Zimbabwe 1992 states, “Teachers shall have authority to administer moderate corporal punishment for the disciplinary purpose upon any minor male pupil or student”. Therefore, abolishing corporal punishment will mean that a pupil can be mischievous in class, terrorise other pupils, disrupt lessons, and escape the consequences. Therefore, abolishing corporal punishment will exacerbate unbecoming behaviours and undermine teachers` authority especially in class. Therefore, the retributive theory strengthens management of discipline with corporal punishment. However, retributive punishment goes beyond determining when and how corporal punishment should be administered

hence, teachers in schools often over apply and cause injuries (physical or psychological) on pupils.

2.1.2 Social learning theory

The social learning theory by Bandura informs the issue of behavioural learning. Bandura's major premise is that we can learn by observing other. It considers vicarious experience to be a way that human beings change (Balogun, 2009). The theory mainly talks of modelling and how people acquire perceptions and emotional response through modelling. Enshrined in the theory is the concept of rewards or reinforcement and punishment. Balogun (2009), states that learning occurs through rewarding of punishment. Bandura argues that punishment is intended to reduce the degree of people behaving in similar unwanted ways. For example, in Zimbabwe the Zimbabwe Criminal Law Codification and Reform Act of 2004 allows the headmaster to administer corporal punishment. Therefore, banning corporal punishment is two-fold having positive and negative implications.

2.1.3 Deterrent approach

Owoade (2008) refers to the restraint that fear of punishment to be imposed on those likely to commit crime. The intention of deterrent approach is to frighten or threaten wrong doers or criminals from doing what is not allowed. Alternatively, instance, in Zimbabwe if a student comes late to school, he is given some work to do after learning hours for example watering the garden. According to Balogun (2009), punishment can promote development of desirable character traits. Therefore, banning corporal punishment implies a degree of failure of teachers to exercise governance on pupils.

2.2 Literature Review

Literature review is defined as a text written by someone to consider critical point of current knowledge including substantive findings as well as theoretical and particular topics (Anderson, 2009). This section explores various researches, publications, studies and strategies that have been initiated in the field of social learning and child development.

2.2.1 Teachers, parents and pupils` perceptions towards abolition of corporal punishment.

Teachers, parents and pupils hold different perceptions towards the government`s policy on abolition of corporal punishment. Corporal punishment bears a number of positive and negative effects. The intention of corporal punishment is to teach or discipline to foster good behaviour, which necessitates proper child development. Therefore, there so many factors which influence the perceptions of parents, teachers and pupils.

2.2.2 Teachers` s perceptions towards abolition of corporal punishment

As viewed by Balogun (2009), teachers often resort to corporal punishment due to a number of factors. Amongst them are lacks of sufficient resources to tackle the situation without using corporal punishment, being unskilled in interpreting social situations in which they are using corporal punishment, and that they cannot control their emotions. Dos Santos (2002) in his studies in California on child development postulates that constructive and non-violent child discipline is needed. Further, he states that it should be formulated and applied in a manner that respects the human dignity and rights of the child. As attested by Balogun (2009) corporal punishment is usually administered due to failure of interventions of guiding and counselling.

Chamberlin (2006) posits that the ban of corporal punishment made teachers develop perceptions that non use of corporal punishment has caused disruptive behaviours on pupils and teachers feel that their authority have been taken away. In addition, he states that after the international move to abolish corporal punishment emerged, the classroom atmosphere has shockingly changed to become disrespectful as compared to the 1960s. A report produced by UNESCO in 2001 in Kenya states that Kenyan teachers argue that without corporal punishment, schools would descend into chaos and students becoming more unruly. Therefore, it becomes much debatable on which effective methods to govern pupil`s behaviours in education systems. The UNESCO (2001) report argued that due to inadequacy of trained teachers combined with crowded classrooms in less economically developed countries is repeatedly cited as the major reason for teachers` inability to initiate learning processes without adopting corporal punishment to restore discipline.

Yousef (2001) posits that its and quick to apply corporal punishment as compared to other alternative methods of corporal punishment such as guiding and counselling and rehabilitation. Further, the 2012 exploratory study in Zimbabwe by UNESCO looked at cases of corporal punishment in which they found out that it instils good morals and helps mould good behaviour. However, the teachers` perceptions are not in accordance with the international conventions and the regional legislation. For instance, the outlawing and banning of corporal punishment has caused a wide array of perceptions on teachers since maintaining discipline has become a problem to them. In addition, schools lack resources and training for alternative methods of discipline. According to Zindi (2005), thousands of Zimbabweans claim that they have their success to the use of corporal punishment by their teachers. He added that abolishing corporal punishment would mean that a pupil could do all mischief and escape with a minor punishment. Pupils who are bully are also made to realise that they can be mischievous in class, terrorise other pupils and disrupt

lessons and escape the consequences. Therefore, teachers feel that abolishing corporal punishment would undermine the teachers' authority and the school become ungovernable.

2.2.3 Pupils' perceptions towards abolition of corporal punishment

The UN Convention on the Rights of the Child (1989) stipulates that corporal punishment violates the best interest of the child and that it has detrimental effects on health. Since corporal punishment varies across cultures in form of canning, spanking, whipping and paddling. Bell and Gill (2009) argued that corporal punishment is widely misunderstood thereby having points on a continuum of violence and that it is impossible to draw a line that distinguishes where punishment ends and abuse begins. Clement (2000) states that studies are quite consistent in finding that boys (83%) are more likely to be physically punished than girls (62%) hence pupils do not like corporal punishment since it involves infliction of pain to a certain degree.

Pupils tend to enjoy abolition of corporal punishment since the alternative methods such as guiding and counselling, rehabilitation, detention, deprivation of privilege, doing punishment after learning hours amongst others can be easily used as scapegoats thereby they end up becoming mischievous and undermining the teachers' authority. On the other hand, according to Zindi (2005) thousands of Zimbabweans claim that they have succeeded from the use of corporal punishment by their teachers.

Childcare professionals such as social workers, teachers, doctors and psychologists agree that the effects of corporal punishment result in long lasting and damaging reaching well into adulthood such as lower self-esteem, interfering with the learning process, damaging emotional links. According to UNICEF's Asian Report (2001) children's eardrums have burst as a result of being boxed. In addition, minor injuries such as bruising and swelling

are common, more severe injuries such as large cuts. Therefore, it has just become not a regional but a global goal of the U.N Secretary General's study on violence against children, in a report submitted to the UN assembly, has set 2009 as the target date for achieving universal abolition. The report stated that children are not mini-human beings with mini human rights. Therefore, pupils being influenced by parents and informed by the legislative frameworks view corporal punishment with a negative lance. Hence, these underpinnings made pupils to develop positive perceptions towards the abolition of corporal punishment.

The International Humanitarian Law (IHL) states that the dignity of each individual is a fundamental guiding principle, "All human beings are born free and equal in dignity and rights...Article 1". Gordon mentions that research done by Readorn and Reynolds (1979) states that 60% to 89% of the pupils accept corporal punishment if it is exercised at minimal levels. Despite the conventions and laws on abolition corporal punishment some students perceive corporal punishment as efficient in schools especially in the African cultures where discipline is very important. For instance, many deviant children have not been successful at school and even in their life endeavours. In addition, many pupils who did not experienced corporal punishment during their upbringing became spoiled children, thieves, prostitutes, drug addicts amongst others. Therefore, abolition of corporal punishment raises mixed feelings between pupils in which others support it and others do not.

Therefore, pupils in schools have mixed feelings and perceptions towards the government's on abolition of corporal punishment since they view it as a means of social control and that if it is exercised on minimal force, it can serve the purpose of fostering good behaviours. It is widely agreed that if teachers do not use corporal punishment, schools would become hubs of criminals and other deviant acts. Also, the biblical

connotation that “spare the rod and spoil the child” hence, it is of paramount importance for schools especially those in less economically developed world to use corporal punishment which is quick, cheap and easy to administer than the alternative methods of corporal punishment. In contrast, the international conventions and the Zimbabwean constitution prohibit all forms of abuse against children thus the infliction of pain, which results in psychological and physical damage. Zindi (2005), however, states that there is a thin line which separates abuse from corporal punishment therefore, there remains a wide misunderstanding of the two terms.

2.2.4 Parent`s perceptions towards abolition of corporal punishment

The fact that parents want the best from their children, they view corporal punishment as necessary for their children to be governable at school. The perceptions of parents towards corporal punishment are that if it is not exercised especially in the African context schools would descend into chaos and students becoming unruly. However, this again poses a negative upbringing for the children. Parents positively accept corporal punishment as a means of social control and corrective mechanisms for unwanted behaviours. However, on the other hand, some parents do not want to exercise corporal punishment on their children claiming that it has developmental and psychological effects. The parents according to Bell and Gill (2009) hold the view that teachers should be trained on alternative strategies to deal with discipline problems other than the use of corporal punishment. Durrant (2014) argues that teachers are not skilled in interpreting social situations therefore; they resort to the use of corporal punishment.

Dos Santos (2011) claim that of the interviewed parents, 47% of adult Spaniards affirm that smacking a child is indispensable and that women show more acceptance to corporal punishment. Parents have the attitude that in schools corporal punishment is administered as a penalty for students` transgression (Hyman, 1990). Rosen (2007) postulates that it is

widely believed that discipline is required for students in order for them to be successful in education especially in education during the compulsory period. A research conducted by Durrant (2014) in his studies in Malaysia found out that corporal punishment to provide discipline might bring more harm than benefit.

Another dimension of parents' perceptions are that corporal punishment has a number of effects amongst them which are running away, fear of the teacher, feelings of helplessness, humiliation, aggression and destruction at home and at school, abuse and criminal activities. Therefore, Strauss (2013) concurs with these ideas viewing corporal punishment as maltreatment and psychological abuse of the child. The Unicef's Asian Report of 2001 states that children's eardrums have burst as a result of being boxed. Minor injuries such as bruising and swelling are common, more severe injuries such as large cuts. Therefore, parents do not prefer their children to experience corporal punishment but to be groomed by other alternative means of corporal punishment which do not have psychological effects.

2.3 Reasons why corporal punishment should be abolished.

Since corporal punishment intends to use force and not injury causing the child to experience pain but not injury for the purposes of correction or control of the behaviour. Abolishing corporal punishment has a number of benefits and it is widely recommended by a number of frameworks and entities. The following are amongst the reasons for abolishing corporal punishment; it is a violation of children's rights, it can cause serious physical and psychological harm to children, interferes with the learning process, lowers self-esteem, damages emotional links and it is an ineffective means of discipline. Therefore, it is of paramount importance to discuss and examine the pros and cons of abolishing corporal punishment.

2.3.1 Corporal punishment violates children`s rights

Corporal punishment violates children`s rights. UNESCO (2009) states that the UN Convention on the rights of the child considers children as a subject with rights and not merely as passive objects with the right to be protected. The convention states that corporal punishment violates the following rights and principles; the best interest of the child (article 3), direction and guidance of parents (article 5), health and detrimental practices (article 24, 3) and education and school discipline (article 24, 3). Therefore, the convention recommended eradicating corporal punishment due to its effects. The recommendations are as follows; carrying out educational efforts to change perceptions of the society in connection to corporal punishment and promote legal prohibition. Therefore, there is need to use other methods of disciplining children other corporal punishment which has a plethora of detrimental effects.

2.3.2 Corporal punishment threatens physical and psychological well-being of the child.

Corporal punishment as attested by Dos Santos (2013) can cause serious physical and psychological harm to children. A survey conducted in Kenya by Unesco 2014 found out that 63% of children aged 1 – 14 years experienced violent punishment (psychological aggression and physical punishment) during the month preceding the survey; 53% experienced psychological aggression whilst 36% experienced physical aggression. The Unicef`s Asian report of 2001 states that children`s eardrums have burst as a result of being boxed and that minor injuries such as bruising and swelling are common in children who experience corporal punishment. Resultantly, in 2006, it became a regional but not a global goal of the UN secretariat to set 2009 as the target date for achieving universal abolition of corporal punishment.

2.3.3 It is an ineffective means of discipline

Corporal punishment appears as an ineffective means of discipline. There are positive ways to teach, correct or discipline children which are better for children`s development and which contribute to building relationships. Strauss (2003) states that corporal punishment has been regarded as ineffective due to its negative outcomes such as damaging emotional links, causing physical and psychological damage amongst others. For instance, students who perform poorly in school are likely to be regularly punished than those who perform very well. In addition, gender studies point to the fact that quite consistent in finding those boys are more likely to be physically punished than girls (Clement, 2000) is. In addition, the Public Service Act permits school administrators to exercise moderate punishment on males not on females. It has also been found out that corporal punishment has not been found to be an effective means of achieving positive long-term development outcomes such as moral internalization or social problem solving. Therefore, the government`s move to abolish corporal punishment can bear more fruits than failures.

2.3.4 Corporal punishment lowers self-esteem.

Corporal punishment lowers children self-esteem and damages emotional links and the teacher-pupil relationship is greatly affected. Dos Santos (2009) argues that by lowering self-esteem children end up engaging in violent or antisocial behaviours. Hence, this implies that corporal punishment is not an effective means of conflict resolution. Rosen (2008) postulates that the use of corporal punishment and other forms of cruel and degrading punishment have been widely favoured methods of managing discipline both at home and school but had long term effects of lowering pupils self-esteem hence a great effect on child development. Therefore, the government`s policy on abolishing corporal

punishment is a move which can enhance the protection of children`s rights and fostering of positive child development.

2.4 Strategies which can be put in place as alternative solutions of achieving abolition.

Eliminating all forms of corporal punishment requires a combination of explicit law reform, protection and prevention policies and other primary educational measures to move societies from accepting violent and humiliating punishment. There are a number of alternative solutions to abolishing corporal punishment. Among the alternatives are detention, policy reform, awareness rising, and deprivation of privilege, use of ‘cooling off rooms’ and suspension and expulsion in extreme cases. Therefore, the implementation of the aforementioned strategies can enhance the abolition of corporal punishment. Hence, the government`s initiative on abolishing corporal punishment can be a success through the use of the aforementioned methods.

2.4.1 Awareness rising on abolition corporal punishment.

Awareness rising is a fundamental method of informing and educating the masses about the pros and cons of a certain predicament to the society at large (Dos Santos, 2013). Corporal punishment should be brought into the public sphere, ensuring comprehensive awareness raising of the prohibition of all-corporal punishment and other inhuman or degrading treatment and humiliation of children. Comprehensive awareness raising of children`s rights include the right to respect their human dignity and physical integrity. Therefore, awareness campaigns should be conducted in schools and the community to sensitize the community.

2.4.2 Policy reform to abolish corporal punishment

Abolishing corporal punishment calls for the development of policies and services that prevent violence and effectively protect children and assist child victims. Policy reform involves development of frameworks, which guide actions on the protection, and safeguarding of children. Research shows that a variety of interventions can prevent violence. According to Durrant (2008), states have an obligation to provide a comprehensive and multi-sectoral response to all forms of violence against children. Daly (2007) in his research findings in Europe on child development found out that, the existing forms of interventions, which can prevent corporal punishment, can be used and that they enhance positive parenting to children. In fact, policy reform ensures prevention of abuse on children and empowers children. Gershoff (2002) is of the view that family courts and other parts of the justice system are sensitive to the needs of children and their families thus ensuring capacity building. On the other hand, policy reform in Zimbabwe involves consultation by policy makers and implementers hence the bureaucratic processes slows the process of policy reform on abolishing corporal punishment.

2.4.3 Deprivation of privilege on the pupils

Withdrawing or reducing privileges children enjoy can be an effective/alternative means of substituting corporal punishment. The privileges include pocket money, going for holidays and school trips amongst others. By withdrawing the privileges, children can be conditioned that they should reform. According to Bandura on social learning, the issue of reward and punishment is very essential in shaping children`s behaviour (Gershoff, 2002). Hence, deprivation of privileges on pupils is a good way which has no psychological or physical damages. However, in Zimbabwe most pupils came from low income families to the extent that they do not enjoy worth-while privileges which we can say if withdrawn

can make them reform. Also, some withdrawing privileges works when the pupil values those privileges being withdrawn.

2.4.4 Suspension or expulsion of the child from school

Muzenda (2004), suggests the ban of corporal punishment by using alternatives such as suspension or expulsion as a means of disciplining and instilling good behavioural patterns. Suspension involves restricting a child from attending lessons at school, and even takes part in the school for specified period say two weeks. The fact that corporal punishment poses psychological and physical damages and affecting child development, the international community initiated the ban of it and recommended the use of other alternatives that can work as instruments of social control. As postulated by Muzenda (2004), in schools there is need to assist children to develop positive behavioural patterns, norms and values. Suspension and expulsion is significant because it signals other pupils who are not the offenders to refrain from committing offences. However, suspension and expulsion can result in a sense of rejection and stigmatization from other students since it was publicised that one has been slapped with a suspension or expulsion verdict. Also, the issuing of suspension or expulsion again prevents children's rights to access education therefore, administration of suspension or expulsion should not infringe with child's rights.

2.4.5 Guiding and counselling

The maintenance of discipline in schools without the use of corporal punishment especially in less economically developed countries like Zimbabwe has made schools to go into chaos. It has caused the development of many other problems due to lack of effective means of maintaining and fostering discipline. Guiding and counselling is a tool or method of psychosocial support which involves instilling good morals and eliminating

bad behaviours through teaching pupils on one on one or group basis. Kaut (2009) in his studies in Uganda found out that guiding and counselling mainly helps to children in issue of social distress and not much in issues of general misconduct. However, some children do not refrain from bad behaviours without having pain inflicted on them. Hence, in Zimbabwean schools, the ban of corporal punishment has not given guiding and counselling enough ground to be an effective instrument to maintain discipline.

2.5 Summary

The chapter reviewed literature related to the study, reviewed publications, studies amongst others pertaining corporal punishments. The chapter was organised using thematic sections on the teachers, parents and pupils` perceptions towards corporal punishment, reasons why corporal punishment should be abolished and strategies that can be used as alternative ways in place of corporal punishment. The coming chapter looked at research methodology thus the way data was collected.

CHAPTER THREE:

RESEARCH METHODOLOGY

2.0 Introduction

The chapter looked at the research design, population, sample and sampling techniques, data collection instruments, data collection procedure, pilot study and ethical considerations. The researcher in this chapter described how data was collected pertaining the perceptions of teachers, parents and pupils towards corporal punishment.

3.1 Research design

A research design is a way of collecting data in order to answer questions that is according to (Frankel and Wallen, 2012). Borg and Gall cited in Chiromo (2009) define a research design as all procedures selected by the researcher for studying a particular set of questions or hypotheses. Cohen and Manion (2014) further define a research design as a plan concerned with obtaining answers to research questions. In this study, the researcher used a qualitative research design and a descriptive survey. Hayes (2011) defines qualitative research as information collected that is narrative.

In this study, the researcher used qualitative approach or paradigm in which interviews and focus group discussions (FGDs) were used as tools, which best investigate the objective of assessing the teachers, parents and pupils perceptions towards government`s policy on abolishing corporal punishment in schools. Berg (2000) outlined the advantages of using qualitative research design as follows; it is easier to gain a better understanding of the target population, it is not expensive to use and it requires a small sample that is easier to work with. Whilst the disadvantages of qualitative research paradigm are that assumptions cannot be made outside the scope of the sample, it does not allow for statistical data but that it can be easily overcome by adding in another research field.

Qualitative research design is best suited for collecting in-depth information on a particular study area. In this study, qualitative research will make it possible for the researcher to investigate the perceptions of teachers, pupils and parents towards the government's policy on abolition of corporal punishment.

The researcher carried out a descriptive survey to obtain the views of the parents, teachers, pupils and parents. Binder (2003) defines quantitative research as objective measurements of numerical analysis of data collected through questionnaires or surveys. Hence, in this study, questionnaires best addressed the objective of finding the teachers, parents and pupils perceptions towards government policy on abolishment of corporal punishment. The researcher has chosen quantitative research paradigm because it is best suited for data involving quantities so it can provide a lot of information, it is easier to compile the data into a chart or graph because of the numbers that are made available (Binder, 2003). A descriptive survey gathers data from a relatively large number of subjects and gave the researcher a chance to collect accurate data from the respondents. In this study, the responses of the study respondents on their perceptions towards government policy on abolishing corporal punishment can be collected effectively using this design. Hence, quantitative research design is best suited for quantitative data.

3.2 Population

Chiromo (2009) defines a population as all individuals, units, or events that will be considered in a research project. The term population therefore, means a total of all individuals who have certain characteristics and are of interest to the researcher. The population for this study will consist of primary school teachers, school administrators and school pupils. The population for this study is 270 pupils from the selected three primary schools in Gweru urban (Mukoba). The study also targeted 12 teachers in the selected three primary schools and three school administrators. Hence, Gweru urban

would be a hub of information pertaining to the teachers, parents and pupils perceptions towards government policy on abolition of corporal punishment.

3.3 Sample and sampling procedures

Table 1, Study sample frame

Category	Target population	Sample
Pupils	270	54
General teachers	9	9
School administrators	3	3
Total	282	66

When conducting a research study, it is not possible or practical to study the whole population so a subset of the population was used. Chiromo (2009) propounds that a sample is a smaller subset of a population selected from the population. Chiromo further explained that it is impossible to study all the members of a population for a research project because it is expensive and takes a lot of time. Instead a selected few participants who make up a sample are chosen to ensure that the sample is representative of the population. According to Borg and Gall (1989), any sample between the ranges of 10% to 20% will be representative enough.

3.3.1 Purposive sampling

Hayes (2011) defines purposive sampling as a sampling method in which the researcher will select the participants for the study based on personal judgment about people who will be most representative to address the research question. Purposive sampling gave the researcher a chance to purposefully identify key respondents by virtue of their characteristics, exposure and experience who are the teachers and the school administrators. Chiromo (2009) further propounds that purposive or judgmental sampling involves researcher`s hand picking the cases to be included in the sample. In this study,

the researcher purposively picked school administrators from each school and general teachers from each class from grade 5 to 7. Therefore, using purposive sampling means that the research will be unbiased since the school administrators were chosen.

3.4 Data collection instruments

Leedy cited by Chiromo (2009) defines research instruments as devices by the researcher to collect data. The research instruments were used in this study consist of questionnaires, focus group discussion (FGD) and interviews to solicit data from the school administrators, teachers and pupils to solicit their perceptions towards government policy on abolition of corporal punishment.

3.4.1 Questionnaires

The researcher used questionnaires to capture data from the teachers. Oppenheim (2000) defined a questionnaire as any data collection instrument, which encompasses checklists and projects in which information can be gathered with a variety of items to be answered by the respondents. Oppenheim (2000) states that the design of a questionnaire is critical to ensure that the correct research questions are addressed and that accurate and appropriate data for statistical analysis are collected. The researcher used open-ended questionnaires to collect data from the teachers on perceptions held by pupils. Open-ended questionnaires consist of partially completed questions or statements. Questionnaires are simple for the researcher to administer since the questionnaires targeted at the teachers who are teaching in schools where corporal punishment is exercised from grade 5 to grade 7. This helped the researcher to take less time in collecting data. The respondents from the questionnaire felt free to provide information since anonymity was assured. The questionnaire for this research is objective which leads to respondents to give straight answers.

However, a disadvantage of using a questionnaire is that respondents may withhold information best known to them. Therefore, to counter these disadvantages, the researcher ensured that the questionnaires distributed were simple to understand so that the respondents realize the context and meaning of the issue under study that is of the perceptions held by parents, teachers and pupils towards government`s policy on abolition of corporal punishment.

3.4.2 Interview

It is a qualitative research technique which involves conducting intensive interview with a small number of respondents (school administrators) to explore their perspectives on a particular idea, programme, or situation (Boyce and Neale, 2006). The researcher used a structured interview which gives a chance to probe more questions since it is more conversational. Interviews will be conducted on a face to face basis with the school administrators, the chance of getting true information is very high as compared to questionnaires. Another advantage was that, the interviewer is having the control over the interview to keep the interviewee focused. The researcher was able to capture emotions and facial expressions of the interviewees. Another disadvantage is that interviews require enough time hence in this study, the researcher interviewed 3 school administrators and ensured adequate time which allowed solicitation of the data on the perceptions towards government`s policy on abolition of corporal punishment.

3.4.3 Focus Group Discussion (FGD)

The researcher used a focus group discussion (FGD) to collect data from the pupils concerning the teachers, pupils and parents` perceptions towards government`s policy on abolishing of corporal punishment. Focus group discussions (FGDs) are discussions conducted between the researcher and a group of targeted respondents (pupils) in which

the researcher was the moderator and he or she supplies the topics and monitors the discussion (Saunders, 2007). The sole purpose was to gather information about a specific or discussed topic like that of this study of teachers, pupils and parents' perceptions towards government's policy on abolishing corporal punishment in a group environment, allowing for discussion and interaction by participants. The researcher used a focus group discussion (FGD) to solicit qualitative data from the pupils of the three schools with groups made up of 6 pupils from each grade. In this study, FGDs helped to examine the perceptions or opinions held by teachers, parents and pupils in order to establish alternative ways to corporal punishment. It was a flexible assessment tool hence interaction between the researcher and the pupils allowed the researcher to probe more in-depth questions, the participants (pupils) were more comfortable in talking in a group than an individual interview.

Disadvantages which might be faced in conducting the FGDs is that, group setting influenced the responses of the pupils such that the quality and quantity of information were compromised since some pupils copied responses of others in the group discussion. The focus group discussion created a non-conducive environment with a stranger (the researcher).

3.5 Data collection procedures

The researcher first obtained an introductory letter from the chairperson of Applied Education in the Faculty of Education at Midlands State University. Using this letter, the researcher sought for permission from the DEO of Gweru district to collect data in the primary schools of Gweru urban. The researcher used the letter to introduce herself to the school heads to get data from their schools. The researcher explained to the respondents the purposes of the study and sought their consent before administering the data collection instruments to them. Random sampling was used to select pupils from a class with an

average of 30 pupils in which the researcher put 30 pieces of paper in a box with five written 'Yes'. Therefore, from (grade 5 to 7) 18 pupils were selected overall from each school. For the teachers and school administrators, purposive sampling was used in which 12 teachers will be selected that is three teachers from each school and one school administrator from each school.

3.5.1 Pilot testing

The researcher conducted a pilot study to determine and ascertain the relevance of the questions and conduct a preliminary analysis of the study on the issue of the government's policy on abolishing corporal punishment. The researcher explained to the respondents the purposes of the study and seek their consent before administering the data collection instruments to them. Random sampling was used to select the respondents for the pilot test study. The researcher randomly selected two teachers and four students. The information to be gathered was treated as private and confidential.

3.6 Ethical considerations

According to the American Psychological Association (APA) (2010), states that research ethics are important when dealing with members of the public who may serve as respondents or participants. There is a possibility that interaction with the respondents may harm them in some way.

3.6.1 Protection against harassment, discrimination and harm.

In this study, the researcher took into consideration minimization of harm, harassment and discrimination that could be suffered by the respondents. The respondents might face psychological harm and discrimination through giving their views as far as perceptions towards government's policy on abolition of corporal punishment are concerned.

3.6.2 Confidentiality

Ensuring the confidentiality of the person and extracting the informal and voluntary consent, the researcher will acquire first the consent of the respondents who are willing to participate in the study. The researcher ensured confidentiality by informing the study respondents that the information gathered was only used for research purposes. The researcher was ensured confidentiality and privacy of the respondents to the questionnaires as well as participants in the interview was respected. No name was written on the questionnaires and once collected the questionnaires were mixed up with the others. The researcher made sure that the respondents were well informed of their right to withdraw at any given moment they feel they are no longer comfortable.

The researcher sought permission to conduct the study from the authorities of primary schools for Gweru urban.

3.7 Data analysis procedures

Data, which was collected using interviews, questionnaires and focus group discussions, will be presented using tables and graphs. This is so because tables are simple to handle, interpret and can communicate maximum information in a most effective way. Quantitative data collected through questionnaires was analyzed using tables which revealed demographic characteristics of teachers, school administrators and pupils and their perceptions towards abolition of corporal punishment. The data from questionnaires will be presented and analyzed using statistical variables (percentages) to reveal the variance of responses. The data was reported and analyzed/ or discussed to investigate the perceptions held by teachers, pupils and parents.

3.8 Summary

The chapter looked at the research methodology for this study. It looked on the research design, population, sample, research instruments, pilot testing, data analysis procedures and ethical considerations. The next chapter will present and analyze data which will be gathered.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

On investigating the perceptions of pupils, parents and teachers towards the government's policy of abolishing corporal punishment. The researcher conducted focus group discussions with pupils, interviewed school heads and administered questionnaires to the teachers. The chapter looked at the demographic characteristics of respondents, teachers, parents and pupils perceptions on abolition of corporal punishment, reasons for abolishing corporal punishment and strategies that can be put in place as alternative solutions to achieve abolition. The qualitative and quantitative study findings will be discussed and analyzed in this chapter.

4.1 Demographic data

Table 2: Demographic characteristics for school administrators

Gender	Designation	Age	Work experience	Academic qualifications	
M	F	School Head	50 & above	15 – 20 years	A` Level, Certificate in Education & BED Management and Supervision
	△	Senior Teacher	40 – 50 years	15 – 20 years	Diploma in Education
△		School Head	30 – 40 years	5 -10 years	Diploma in education & BED

Source: Interview responses from school heads

N = 3

The findings from the study as tabled above show that the interviews respondents possess much experience of working with pupils as far as the use of corporal punishment is concerned.

Table 3: Demographic characteristics for teachers

Gender		Work experience	Age	Academic & Professional qualifications
M	F	15 – 20 years	30 – 40 years	O` Level & Diploma in Education
		15 – 20 years	30 – 40 years	O` Level & Diploma in Education
		15 – 20 years	30 – 40 years	O` Level & Diploma in Education
		5 – 10 years	30 – 40 years	Diploma in Education
		15 – 20 years	30 – 40 years	A` Level & Certificate in Education
		15 – 20 years	50 yrs & above	O` Level & Certificate in Education
		15 – 20 years	40 – 50 years	Diploma in Education
		15 – 20 years	30 – 40 years	O` Level & Diploma in Education

Source: Data from teachers` responses on questionnaires

The researcher administered questionnaires to the teachers soliciting data on their views on the abolition of corporal punishment in schools. The demographic characteristics of the respondents show that the most of the teachers have experience in working with pupils.

4.2 Teachers, parents and pupils attitudes towards abolition of corporal punishment.

The researcher administered questionnaires to the teachers when she asked them if they are aware of the government`s policy on abolishing corporal punishment. The teachers` responses are tabulated as below:

Table 4: Awareness to the abolishment of C.P

Question	Agree	Strongly Agree	Disagree	Strongly Disagree
Are you aware of the government`s policy on abolishing corporal punishment?				

Source: Teacher`s questionnaire

The researcher found out that 7 out of 9 (78%) teachers agreed that they are aware of the government`s policy towards abolishing corporal punishment whilst 1 out of 9 (11%)

agreed and 1 out of 9 (11%) strongly disagreed. As revealed by the teachers in the questionnaires, the policy of abolishing corporal punishment is known.

4.2.1 Teachers, parents and pupils` perceptions on abolishing corporal punishment

The researcher solicited data on the perceptions of parents, teachers and pupils towards the government`s policy on abolition of corporal punishment. The data was solicited from the teachers through questionnaires, from pupils through focus group discussions and from school heads through interviews.

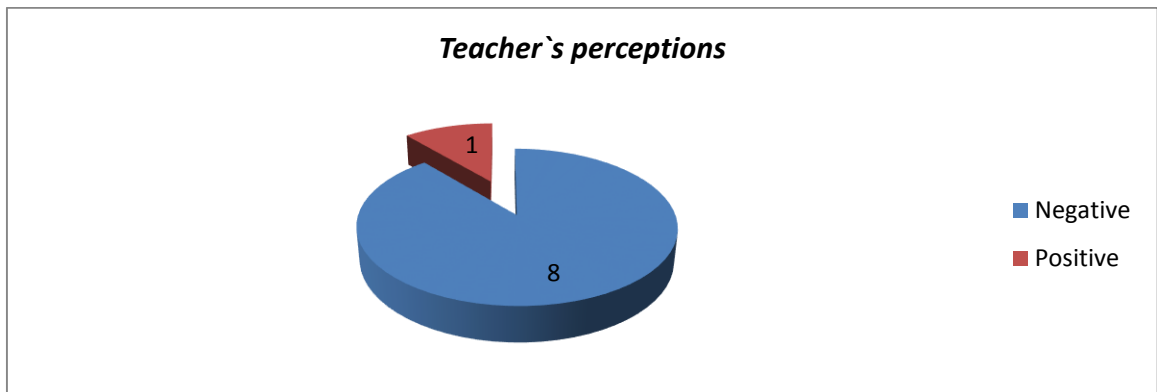
Teachers` perceptions on abolition of corporal punishment

The teachers who responded to the questionnaires indicated that the move to abolish corporal punishment promotes indiscipline on students since there exists no alternative measures that substitute corporal punishment. 7 out of 9 (78%) indicated that they do not agree with the policy and 2 out of 9 (22%) indicated that they agree with the policy if it comes with alternative means. A respondent in the questionnaire stated that:

[I won`t is able to control the pupils verbally without inflicting pain on them...]

This implies that abolishing corporal punishment will create chaos in terms of the ways teachers can maintain discipline and positive learning to students. The teachers` perceptions on abolishing corporal punishment were presented in the form of a pie chart as given in figure 1 below.

Figure 1: Teachers` perceptions on abolition of C.P



The teachers` responses show that most of the teachers hold negative perceptions towards the abolishment of corporal punishment claiming that the pupils will indiscipline and ungovernable.

The researcher interviewed the school administrators soliciting data on the perceptions of the teachers, parents and pupils towards abolishing corporal punishment. It was found out that teachers hold mixed perceptions towards abolition of CP. Some teachers want corporal punishment to be stopped whilst some want it to stay. This shows that the teachers do not support abolition of corporal punishment.

Pupils` perceptions on abolition of corporal punishment

The researcher conducted focus group discussions with the pupils to solicit data on their perceptions towards the abolition of corporal punishment. From the 54 pupils whom the researcher conducted discussions with, 83% of them hold positive perceptions towards the government`s policy of abolishing corporal punishment. The students indicated the following during the discussion as the reasons why they want corporal punishment be banned;

- Students perceive the punishment as harsh.
- “It causes us to learn with fear...”
- Pupils feel bad when they are bitten
- It is against our rights

The above indications imply that students do not like corporal punishment and the way it is applied to them.

Table 5: Frequency of pupils who agree to the abolition of C.P

YES	NO
Most	Less

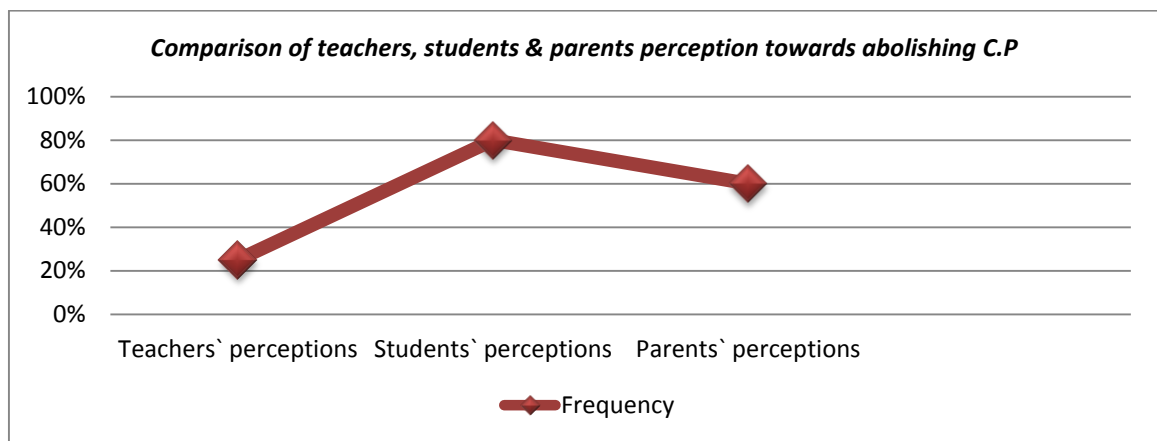
Source: Data from FGDS with pupils

The above findings imply that pupils are not favouring the use of corporal punishment to them. In this purview, they feel abused when teachers exercised corporal punishment to them.

The questionnaires which were administered by the researcher to the teachers on how they view the perceptions of students towards government`s policy on abolishing corporal punishment. The teachers responded that the students prefer the abolishment prefer the abolishment of corporal punishment since they perceive corporal punishment as harsh and bad to them.

The teachers`, parents` and students perceptions on the abolition of corporal punishment were presented in the figure 2. It was found out that the aforementioned study respondents hold different and mixed perceptions towards the abolition of corporal punishment in schools.

Figure 2: Comparison of teachers, parents and students` perceptions towards abolishing C.P



N = 66

Fig 2 shows the frequency in percentages of teachers, students and parents` perceptions towards abolition of corporal punishment. 25% of the teachers agree to the abolishment of C.P whilst 75% of the teachers highlighted that C.P enhances maintenance of discipline, 80% of the students perceive banning C.P as a good idea to them whilst 20% of them indicated that C.P is good since it instils discipline whilst 65% of the parents agree to abolishing C.P whereas 35% indicated that C.P does not respect children`s rights. Therefore, the study respondents possess mixed feelings about the abolishing C.P.

Parents` perceptions on abolition of corporal punishment as revealed by teachers and pupils.

As revealed by the teachers in the questionnaires, it was found out that most of the parents did not want corporal punishment to be stopped. In contrast, few parents want corporal punishment to stop claiming that it goes against children`s rights. The parents indicated that they prefer to punish the children themselves at home. Students indicated in the questionnaire that:

[“we don`t want corporal punishment, it makes us feel bad and some teachers abuse us through beating us....”]

The findings imply that students are against the use of corporal punishment and prefer the ban of it and prefer the introduction of new alternative methods in place of corporal punishment.

It was found out in the focus groups discussions, which the researcher conducted with students on parents` perceptions towards abolition of corporal punishment. Most of the students highlighted that their parents support corporal punishment whilst a few indicated that they prefer to discipline the children for themselves. Therefore, parents understand that schools are agents of socialization who can play a pivotal role in maintaining discipline to the children with corporal punishment.

4.3 Reasons for abolishing corporal punishment

During the interviews with the school administrators on the reasons for abolishing corporal punishment. The researcher found out that the school heads alluded to the fact that corporal punishment should be abolished to ensure that school environments become friendly to children whereby they do not feel threatened. A school head was quoted saying:

[removing corporal punishment will enhance children`s capacity to learn without fear or intimidation].

The above response implies that abolishing corporal punishment allows for the improvement of learning conditions.

In addition, the interviewed school heads highlighted that some teachers end up abusing children through corporal punishment to the extent that children end up disliking schoolwork.

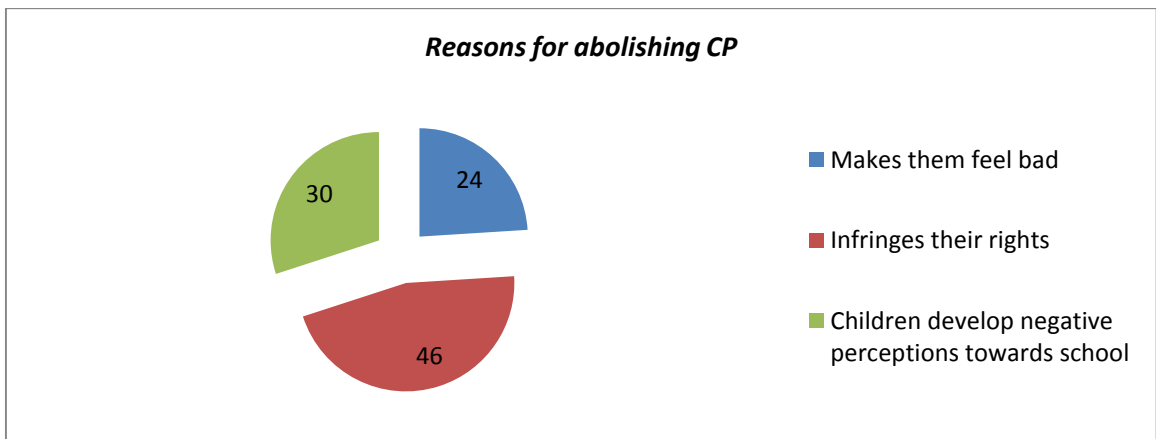
However, it was obtained in the interviews that corporal punishment instils fear on the pupils such that he/she ends hating learning. In addition, corporal punishment goes against the rights of the child as provided by the regional conventions such as the convention on the rights of the child (CRC). A school head during the interview was quoted highlighting the following:

[...abusive and dehumanizing and seem to be similar to slavery treatment....]

Therefore, the school heads also seem to perceive corporal punishment with negative lenses.

The researcher also conducted focus group discussions with the pupils probing them on the reasons why corporal punishment should be abolished. It was revealed that the pupils want corporal punishment to be abolished since it makes them feel bad. The students indicated the following as the reasons they feel corporal punishment should be abolished. C.P makes them feel bad, makes them be afraid of teachers and development of negative towards school. The figure below illustrates the findings:

Figure 3: Children`s reasons for abolishing C.P



N = 54

The students as was found in the study are in agreement with the abashing of corporal punishment as indicated by their responses. 30 out of 54 (56%) students indicated that

C.P makes them feel bad, 46 out of 54 (85%) indicated that C.P infringes their rights and 24 out of 54 indicated that it makes them develop negative perceptions towards school.

The researcher also administered questionnaires to the teachers asking them on the reasons why corporal punishment should be abolished. The teacher`s responses were as follows:

- It infringes the rights of child as stated in international laws/ conventions
- It is abusive and dehumanizing thus being to slavery treatment thus being against human rights.

However, the teachers in the questionnaires raise a point that C.P enables the teachers to mould the behaviour of students.

Resultant effects of abolishing corporal punishment

The researcher also asked the respondents of the possible consequences posed by the abolition of the use of C.P. The teachers in responding to the questions in the questionnaire indicated that schools would turn into chaos and disorder if they were no alternative strategies, which can effectively maintain discipline. The teachers indicated that removing C.P is not ideal because some cases need punishment. They also acknowledged the fact that students` rights will be upheld.

From the interviews with school heads, it was found out that pupils will be able to do their work freely without fear, children`s rights will be upheld and reduction in cases of child abuse. One school head argued that:

[“...the abolishment of C.P will give students the advantage of the situation and misbehave and become deviant and become difficult to control.”]

The study findings imply that the abolishment of C.P has many connotations to the teachers and school heads in which the situation to the students will be favourable but at the same time, it might increase indiscipline.

4.4 Strategies that can be put in place as alternative solutions to achieve abolition of corporal punishment.

In the study, the respondents were asked to suggest and indicate strategies which can be used as alternative solutions to achieve abolition of corporal punishment.

The interviewed school heads suggested counselling, redemptive discipline and deprivation of what children need as alternative solutions which can be put in place of C.P. Therefore, effective implementation as suggested by the interviewed respondents can act as good as C.P but not abusing children`s rights or inflicting pain on them.

The teachers in the questionnaires when asked to suggest the alternative solutions to corporal punishment suggested the following:

- Deprivation of sports events if they misbehave
- One on one counseling
- Withdrawal of positive reinforcement

Therefore, implementing the suggested strategies can alternatively substitute C.P. the findings from the study presented the use of C.P as disadvantaging students hence the need for alternative solutions which does not infringe students from enjoying their rights.

4.5 Discussion of findings

The researcher solicited data from the study respondents through focus group discussions, interviews and questionnaires on the government`s policy on abolition of corporal punishment. On the perceptions of parents, teachers and students towards the abolishment

of corporal punishment, the study found out that teachers hold negative perceptions about the move of banning corporal punishment indicating that it will be difficult to manage and discipline children thus schools will turn into chaos. However, the trajectory of removing corporal punishment is enshrined in many international legislative frameworks which Zimbabwe also signed such as the Universal Declaration of Human Rights and the Convention on the rights of the child.

In the interviews conducted with the researcher to the school heads on how they perceive the abolishment of corporal punishment. As it came out from the study that they have mixed perceptions claiming that removing corporal punishment will make schools ungovernable since students will increase tendency of misbehaving. In contrast, the school heads argued that corporal punishment also curtails children to enjoy their rights therefore the banning of it will allow them to be free from abuse but they indicated that there need to be put in place alternative solutions in place of corporal punishment.

This concurs with the argument of Chamberlin (2006) who argued that the ban of corporal punishment made teachers develop perceptions that the non use of corporal punishment has caused disruptive behaviors on pupils and teachers feel that their authority have been taken away.

The researcher also conducted focus group discussions with the students soliciting their perceptions on the government`s policy on abolition of corporal punishment. It was obtained that students like corporal punishment to be removed claiming that it curtails them their freedom to enjoy their rights as children, also it makes them develop negative attitudes towards schoolwork especially when being ill-treated by some teachers. However, some of the students in the discussion argued that corporal punishment enables them to behave well and maintain seriousness in schoolwork. The students indicated that the absence of corporal punishment would pose many effects since many children cannot

perform well without pain inflicted on them. Dos Santos (2012) argues that corporal punishment infringes children to fully enjoy their rights which allow them to grow mentally and physically.

The study findings concur with what was put forward by Chamberlin (2006) who states that after the international move to abolish corporal punishment emerged, the classroom atmosphere has shockingly changed to become disrespectful as compared to the 1960s. A report produced by UNESCO in 2001 in Kenya states that Kenyan teachers argue that without corporal punishment, schools would descend into chaos and students becoming more unruly.

The parents` perceptions towards corporal punishment as revealed by teachers and students depict that most of the parents want corporal punishment to remain since it allows schools to be governable. Few of the parents hold perceptions that they prefer treating the students themselves and did not want corporal punishment to be exercised in schools. However, most parents promote students to become deviant since they fail to discipline them even at home.

According to The UN Convention on the Rights of the Child (1989) which stipulates that corporal punishment violates the best interest of the child and that it has detrimental effects on health. Moreover, parents positively accept corporal punishment as a means of social control and corrective mechanisms for unwanted behaviors. However, on the other hand, some parents do not want to exercise corporal punishment on their children claiming that it has developmental and psychological effects. Therefore, parents prefer their children not to experience corporal punishment.

On the reasons for abolishing corporal punishment, the interviewed school heads highlighted that it will allow children to fully enjoy their rights and access a free and

accommodative learning environment, which is child friendly. However, the findings failed to account for students who are deviant who misbehaves through stealing, bullying others and abusing drugs and alcohol.

This concurs with the findings that corporal punishment as attested by Dos Santos (2013) can cause serious physical and psychological harm to children. A survey conducted in Kenya by Unesco 2014 found out that 63% of children aged 1 – 14 years experienced violent punishment (psychological aggression and physical punishment) during the month preceding the survey; 53% experienced psychological aggression whilst 36% experienced physical aggression. Therefore, it is of paramount importance to abolish corporal punishment since it bears a number of negative consequences to children such as causing physical and psychological harm to children.

The teachers in the questionnaires alluded to the fact that abolishing corporal punishment will bring a number of benefits to students since they will enjoy their rights, they will free from intimidation, facing injuries and other forms of corporal punishment, which they perceive, they are harsh to them. In contrast, teachers also argued that removing corporal punishment would decrease the chances of schools to fully socialize students due to the fact of upholding children` rights without proper and effective alternative strategies.

This concurs with the report that the UNICEF`s Asian report of 2001 which states that children`s eardrums have burst as a result of being boxed and that minor injuries such as bruising and swelling are common in children who experience corporal punishment. Hence, it is of paramount importance to ban corporal punishment to safeguard the interests of children.

The discussions with the students also brought out the issues such as; corporal punishment make us learn in fear, develop negative attitudes towards schoolwork and the

teachers. A few students indicated that they need to be inflicted pain on them to be serious in school. Therefore, removing corporal punishment will bring a number of benefits which includes end of intimidation, end of child abuse and creation of friendly learning environments.

This is in line with this view by Strauss (2003) who states that corporal punishment has been regarded as ineffective due to its negative outcomes such as damaging emotional links, causing physical and psychological damage amongst others. For instance, students who perform poorly in school are likely to be regularly punished than those who perform very well. Therefore, there solely need to abolish C.P since it bears a number of problems to the child.

On the strategies which can be utilized as alternative as alternative solutions to corporal punishment, it was found out that one on one counseling, deprivation of students from what they need most and withdrawal of positive reinforcement. The interviewed school administrators suggested the aforementioned strategies as effective strategies which can stand in place of corporal punishment. Hence, removing corporal punishment will act upon as an achievement in eliminating all forms of violence or abuse against children as stipulated in the local, regional and international legal instruments. However, the process of eliminating and introducing new strategies in maintaining discipline in educational systems requires collaboration between policy makers, curriculum planners and consultations with the community and stakeholders. However, many resources are needed to initiate the process of implementing the alternative strategies that can be utilized in place of corporal punishment.

From the questionnaires distributed to the teachers, it was obtained that policy development is also another alternative strategy which can be used in place of corporal punishment. One respondent in the questionnaires indicated that removal of privileges

which the children get from home and at school such as pocket money and attending other school programmes. A respondent in the questionnaire indicated that:

[“...one on one counseling can also work as an alternative strategy to corporal punishment since it allows instilling positive thoughts in children other than inflicting pain on them.”]

The above suggestion implies that counseling helps change behavior of those students who will be misbehaving unlike corporal punishment that can destroy self-confidence, worth and zeal to acquire knowledge as well as disturbing cognitive development. However, some students are truants and or deviants who need to be inflicted pain on them so that they can conform to the rules of the school. For example, bullies, children who steal among other unfavorable acts. Therefore, one on one counseling can bring positive reinforcement to the children.

The study findings are in line with Bandura on social learning, who states that the issue of reward and punishment is very essential in shaping children`s behavior (Gershoff, 2002). He stresses the importance of rewarding students when they do good and removing rewards when they fail to do well.

4.6 Summary

The chapter presented, analyzed and discussed the research findings as it was found out in the study. It also referred to the secondary data that agrees with what the researcher obtained in the study. The teachers, students and parents` perceptions on corporal punishment were identified, reasons for abolishing corporal punishment and strategies that can be utilized in place of corporal punishment. The next chapter will navigate through summary, conclusions and recommendations to the study.

CHAPTER FIVE;

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study aimed at investigating teachers, parents and pupils` perceptions towards the government`s policy on the abolition of corporal punishment. The chapter looked at the summary of literature that was reviewed in relation to the teachers, pupils and parents` perceptions towards corporal punishment, conclusions that were drawn from the study and the recommendations that were given by the researcher to the study.

5.1 Summary

It was the aim of the study to investigate the teachers, parents and pupils` perceptions towards the government`s policy on the abolition of corporal punishment in Gweru urban. The research was carried out in three schools of Gweru urban. The effort was meant to gather perceptions of teachers, students and parents towards corporal punishment.

Literature related to the study of perceptions held towards abolition of corporal punishment was reviewed by the researcher. Her most attention was on the teachers, parents and pupils` perceptions towards abolition of corporal punishment, the reasons for abolishing corporal punishment and the strategies that can be put in place as alternative solutions to achieve full abolition of corporal punishment. Balogun (2009) and Dos Santos (2013) were the authors who were prominently utilized by the researcher pertaining the issue of perceptions held towards corporal punishment.

Qualitative and quantitative research was used for this study. The researcher employed a descriptive survey method. The teachers and school heads who were participants in the study were purposively chosen. Also, the three schools were purposively chosen from

other schools in Gweru urban. Students who participated in the study were selected using systematic random sampling. The chapter looked at the research design, sampling procedures, data collections instruments and data collection procedure. Further, it looked at the data analysis procedures and ethical considerations. The population for this study consisted of 270 pupils, 9 teachers and 3 school heads from 3 schools of Gweru urban. The researcher solicited data pertaining perceptions held towards corporal punishment using questionnaires, focus group discussions and interviews.

On perceptions held by teachers, parents and pupils towards abolition of corporal punishment, the major findings were that; parents and pupils agree to the abolition of corporal punishment, pupils hold negative perceptions towards corporal punishment, students view corporal punishments as harsh and infringing their human rights. On the reasons for abolishing corporal punishment, it was found out that corporal punishment instills fear on children thereby pupils end up disliking school, it is dehumanizing and abusive, as well as that children develop negative perceptions towards school work and possibly drop out of school. Lastly, on strategies that can be used as alternative strategies to corporal punishment; the researcher found out that counseling, redemptive discipline, deprivation of children` needs as well as withdrawal of positive reinforcements.

5.2 Conclusions

The researcher draws the following conclusions from the study:

5.2.1 Teachers, parents and pupils` perceptions towards corporal punishment

The researcher concluded that most parents and pupils like the abolition of corporal punishment, corporal punishment contributes to pupils` resentment on schoolwork, corporal punishment is harsh and painful to pupils and that pupils hate C.P since it is against their rights as provided by the existing legal instruments.

5.2.2 Reasons for abolishing corporal punishment

Upon finding the reasons for abolishing corporal punishment, the researcher concluded that corporal punishment is dehumanizing and physically abusive in nature, it negatively affects pupils somehow resulting in opting out of school and that it is against the existing legal frameworks on child`s rights.

5.2.3 Alternative strategies to corporal punishment

In an endeavour to find alternative strategies that can be put in place of corporal punishment, the researcher draw the following conclusions; one on one counseling can work as a way of transforming unwanted behaviors in pupils. Furthermore, withdrawal of positive reinforcement eliminates elements of indiscipline in pupils as well as depriving pupils their needs also alternatively enables reforming from unbecoming behavior.

5.3 Recommendations

Based on the research findings, the researcher managed to recommend the following in line with the research questions;

5.3.1 Curriculum planners, various stakeholders and the school administrators should educate the pupils and their parents on the effects of corporal punishment on pupils, hence trying to eliminate negative perception towards the ban of corporal punishment.

5.3.2 Various stakeholders and school administrators should engage in awareness campaigns educating the community that CP is against children`s rights and outlining the possible dangers of using it such as causing physical damage. Therefore, this can allow pupils to enjoy their rights fully in a friendly learning environment.

5.3.3 Teachers and school administrators as well as the school development committee should enforce the use of alternative strategies of maintaining discipline to meet the target

of adopting the concept of child friendly schools where children must be free from abuse of any nature.

5.3.4 The ministry of education should facilitate for training school administrators and teachers on alternative ways of disciplining children without using CP to reduce cases of physical abuse and school dropouts resulting from the extensive use of CP.

5.3.5 School administrations should ensure that sporting activities are provided adequately to reduce elements of misconduct amongst pupils thus refraining from using corporal punishment at the same time.

5.3.6 School administrators and teachers should foster one on one counseling sessions with students who misbehave so that they feel accommodated and learning at a friendly learning environment.

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QUESTIONNAIRE FOR THE TEACHERS

Introduction

My name is Waniwa. M. being a final year student at Midlands State University doing the Bachelor of Education Degree in Education Foundations. The topic under study is entitled: *Investigation into teachers, parents and pupils` perceptions towards the abolition of corporal punishment. A case of Gweru urban.* The researcher hopes that through conducting this study, the process of abolishing corporal punishment will bring positive change to eliminating which acts against the rights of children. Voluntary participation is encouraged for this study.

- You are requested to complete the questionnaire
- Please do not write your name
- Data collected from your questionnaire shall be treated with strict confidentiality and be used for educational purposes only
- Please indicate answers by writing in the spaces or boxes provided

SECTION A: DEMOGRAPHIC PROFILE

Gender: Male Female

Work experience: 1 – 5 years 5 – 10 years 10 – 20 years

Age: 20 – 30 years 30 – 40 years 40 – 50 years 50 and above

Academic and professional
qualifications.....

.....

.....

1. Are you aware of the government policy on abolishing corporal punishment?

Agree Strongly Agree Disagree Strongly Disagree

2. Briefly comment on the perceptions of:

Teachers.....
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.....
.....

Parents.....
.....
.....
.....

Pupils.....
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.....
.....

3. How do teachers and parents support the abolishing of corporal punishment?

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4. Why do you opt for the abolishment of corporal punishment, state the reasons briefly?

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5. It ideal to abolish corporal punishment, please explain?

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.....

6. Are there any benefits you think can arise from abolishing corporal punishment?

Please briefly explain the benefits.....

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.....

7. What intervention strategies can be put in place as alternative solutions to the use of corporal punishment?

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.....

8. What else can be needed in enhancing the effectiveness of the intervention strategies you suggested in question seven?

.....
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.....
.....

Thank you

INTERVIEW SCHEDULE FOR THE SCHOOL ADMINISTRATORS

Introduction

My name is Waniwa. M. being a final year student at Midlands State University doing the Bachelor of Education Degree in Education Foundations. The topic under study is entitled: *Investigation into teachers, parents and pupils` perceptions towards the abolition of corporal punishment. A case of Gweru urban.* The researcher hopes that through conducting this study, the process of abolishing corporal punishment will bring positive change to eliminating which acts against the rights of children. Voluntary participation is encouraged for this interview. It will be made sure that data collected from the study will be made private and confidential and be used only for research purposes. The interview will take a period of about 25 minutes. Respondents are required to fill in the boxes or spaces provided.

SECTION A: DEMOGRAPHIC PROFILE

Gender: Male Female

Designation.....

Work experience: 1 – 5 years 5 – 10 years 10 – 20 years

Age: 20 – 30 years 30 – 40 years 40 – 50 years 50 and above

Academic and professional qualifications.....

.....

Interview questions

1. Do you utilize corporal punishment as a method of maintaining discipline at your school?

.....
.....

2. Briefly comment on the following:

Teachers` perceptions on abolishment of corporal punishment.....

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.....

Parents` perceptions on government`s policy towards the abolition of corporal punishment.....

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.....

Pupils` perceptions towards phasing out of corporal punishment in schools.....

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.....

3. Why do you think corporal punishment should be abolished?

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4. Do you think the elimination of corporal punishment in school systems will maintain discipline on pupils?

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5. What could be the positive and negative effects of abolishing corporal punishment?

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.....

6. Suggest any intervention strategies that can be put in place instead of using corporal punishment?

.....
.....
.....

7. Who can be involved in maintaining discipline when not utilizing corporal punishment?

.....
.....
.....
.....

Thank you

ITEM FOR FOCUS GROUP DISCUSSION FOR THE PUPILS

Introduction

My name is Waniwa. M. being a final year student at Midlands State University doing the Bachelor of Education Degree in Education Foundations. The topic under study is entitled: *Investigation into teachers, parents and pupils` perceptions towards the abolition of corporal punishment. A case of Gweru urban.* The researcher hopes that through conducting this study, the process of abolishing corporal punishment will bring positive change to eliminating which acts against the rights of children. Voluntary participation is encouraged for this discussion. Your information is greatly needed in this discussion. It will be made sure that data collected from the study will be made private and confidential and be used only for research purposes. The discussion will take about 35 minutes. Respondents are required to fill in the boxes or spaces provided.

Sex Male Female

Grade 5 Grade 6 Grade 7

Age

10-11 12-13

14 and above

1. Do you want corporal punishment to be abolished?

.....

...

2. Do you like the application of corporal punishment?

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.....

3. Do your parents support the use or non-use of corporal punishment?

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4. Do you think your teachers like using corporal punishment?

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.....

5. How do your colleagues view the move by government of abolishing corporal punishment?.....

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6. Can you suggest other forms of punishment which can be used in place of corporal punishment?

.....
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.....

7. What else do you think can be done as intervention strategies to achieve full abolition of corporal punishment?

.....
.....
.....

Thank you

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



ZIMBABWE

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

21 September 2016

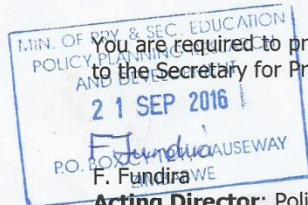
Musafari Waniwa
Midlands State University
University of Zimbabwe
P.Bag 9055
Gweru

**RE: PERMISSION TO CARRY OUT RESEARCH AT MKOBA 4, MPUMELELO AND
BUMBURWI PRIMARY SCHOOLS: GWERU DISTRICT: MIDLANDS
PROVINCE**

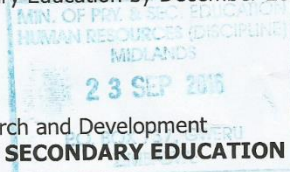
Reference is made to your application to carry out a research at the above mentioned
schools in Midlands Province on the research title:

**" INVESTIGATION INTO TEACHERS, PARENTS AND PUPILS' PERCEPTIONS
TOWARDS THE ABOLITION OF CORPORAL PUNISHMENT"**

Permission is hereby granted. However, you are required to liaise with the Provincial
Education Director, Midlands Province, 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 schools. You are also required to seek consent of
the parents/guardians of all learners who will be involved in the research.



You are required to provide a copy of your presentation and a report of what transpired
to the Secretary for Primary and Secondary Education by December 2017.



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

