

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

**A STUDY OF GOVERNMENT POLICY ON THE IMPLEMENTATION OF
CORPORAL PUNISHMENT IN SELECTED SECONDARY SCHOOLS IN MUTARE
URBARN.**

SUBMITTED BY

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APPROVAL FORM

APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University the accepted of a research entitled: A study of government policy on the implementation of corporal punishment in selected secondary schools in Mutare urban.

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DEDICATION

I dedicate this research to my parents Mr and Mrs Nherera, my sisters Esther and Alice and my brother Paul Nherera for unwavering support they rendered me during my course of my study.

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I want to thank the Almighty God for enabling the success of this project by giving me vision, direction, wisdom and intelligence. The researcher would like to pass a sincere and a heartfelt gratitude her supervisors Mr S.D. Gumbo and Mr E. Mutubuki for their tiresome less patience, guidance and advice from the beginning of the research up to the end of the project. I would also like to express my gratitude to the school heads teachers and pupils in Mutare District who cooperated for this research to be successful. I am deeply thankful my parents Mr and Mrs Nherera for their financial support and agape love throughout the research and not forgetting encouragements from my sisters Esther and Alice and my brother Paul Nherera. I also want to thank my friend Margret Mutero for her moral support.

ABSTRACT

How discipline has been modeled and maintained through corporal punishment among pupils in schools is a controversial issue in the implementation of legal policies from the government. Corporal punishment remains ideal and the order of the day in any academic institution and it had remained an option in the teaching and learning profession and or endeavour. The study focused on the government policy on the implementation of corporal punishment in schools in Mutare urban. The study was based on both quantitative and qualitative research techniques due to the mixed nature of research methods which contend of numerical calculations and qualitative data. A descriptive survey was followed. The population was made of seven high schools in which four schools were selected to make up the sample which was made up of 34 participants. Stratified sampling technique was adopted to group the schools into the groups of the same characteristics which were composed of catholic and government schools. Questionnaires and interviews were employed to collect data from the field. The raw data collected were presented statistically through tables, pie charts and graphs. Research findings brought a consensus that the government policy on corporal punishment was still being violated in schools. The recommendations were made which emphasized on the in servicing of teachers on the disciplining methods which is appropriate to substitute corporal punishment and to raise awareness among others.

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CHAPTER ONE

THE RESEARCH PROBLEM

1.1 Introduction

This chapter focuses on the background of the study, statement of the problem, research questions, significance of the study, delimitation of the study, limitation of the study and summary.

1.2 Background to the study

Corporal punishment has been a conventional method used in Zimbabwe to discipline children in both schools and homes. It was becoming part of children lives at school that they will be spanked, slapped, beaten, hit, kicked, canned, pinched, flogged, shaken and battered by the adults. The government realised that corporal punishment was more of abuse and harassment than disciplining or correcting the unwanted behaviour. Zimbabwe has made phenomenal progress to ensure the protection and survival of the rights of the children. This has led the Government of Zimbabwe to enact a policy against administering of corporal punishment to pupils. The researcher focused the study on the implementation of corporal punishment policy in Zimbabwe secondary schools.

There is a popular saying which promotes the canning of pupils in the African culture and it says spare the rod and spoil the child (Nyarugwe 2011). It is on the heart of every parent that her or his child would achieve the best therefore parents find corporal punishment as the best solution in channeling their children towards success.

However the government of Zimbabwe prohibits corporal punishment in both homes and schools. The government emphasizes on freedom from torture and any humiliating action. To

support the policy, Frederick (1985) in association with the UNICEF (2008) put across that, corporal punishment is a form of child abuse and violence to pupils. They went on to say corporal punishment is known as a platform in releasing anger to students and there is no way one can solve problems with anger. Therefore from my opinion it was the best idea which was adopted by government to abolish corporal punishment in schools. The State of American's children report (2014) indicated that, there is need to create a society which is free from violence and fear which will bring back smiles on children rather than tears, hence the abolishment of corporal punishment.

In Zimbabwe the abolishment of corporal punishment declared in the 1980s but it was only a paper policy because people proceed with their cruel behavior of corporally punishing the kids hence the violation of the policy. The amended constitution which was adopted in (2004), indicated that corporal punishment was lawful in schools under certain rules. Article 241 of the criminal law (Codification and Reform) and the statutory instrument 1 (2000) of Zimbabwe put across that, only the school head or the teacher in authority assigned by the school head was supposed to inflict corporal punishment on boys buttocks with a smooth light cane and on girls the law stipulated that, it was supposed to be administered on hands. The law emphasizes on the following rules:

1. The corporal punishment should be administered by the school head or any one in authority assigned by the school head.
2. A register of all cases of corporal punishment inflicted should be kept in a school file.
3. The number of cuts should be recorded.
4. The culprit, the head and the witness should sign before applying corporal punishment.

Although the government gave guide lines to follow on the application of corporal punishment there was evidence that corporal punishment was still administered without following any step hence the violation of the government policy.

The constitution amendment (20) Act of 2013 chapter 4 section 53 asserts freedom from any form of cruel, torture, inhuman or any degrading treatment. In supporting this constitution, the High Court of Zimbabwe (2014) declared that corporal punishment or caning of children was unconstitutional.

According to ZBC news on 12 February 2015, the government has outlawed corporal punishment in schools. According to the news, the permanent secretary in the ministry of Primary and Secondary Education Mrs Constance Chigwanha held a meeting with the school head of Regina Mundi High in Gweru and she postulates that, under the new constitution anyone who applied any form of physical pain on children either on home or school risked prosecution. She also highlighted that the constitution which allowed the teachers or school heads to log in first before applying corporal punishment on errant pupils has been taken over by the new constitution. Therefore this triggered the researcher to focus the study on implementation of the initiated government policy in selected secondary schools in Mutare urban.

1.3 Statement of the problem

The study arises from the ongoing violation of corporal punishment policy in Zimbabwe schools. The researcher sought to examine the extent to which the policy is violated and how it affects learning. The problem is that why the regulations that ban the use of corporal punishment in schools exist but the school heads and teachers continue to violate that policy.

1.4 Research Questions

- I. Is corporal punishment policy implemented in schools?
2. What are the challenges faced by school authorities in the implementation of corporal punishment policy?
3. What are the effects of eliminating corporal punishment on discipline?
4. Suggest measures that can be taken to ensure that the policy is observed?

1.5 Significance of the study

The study is important for assessing and examining whether corporal punishment policy which was gazetted by the ministry of primary and secondary education is being implemented in schools. It is hoped that the findings will be important to the following people's school heads, teachers, parents, and the learners.

Learners

The study is of great importance to the learners as it is mainly centered on them. Through the use of interviews and questionnaire the pupils will be given room to express their feelings towards corporal punishment and how it affects their leaning processes. It is crucial for the learners to know their rights and laws that protect them.

School head and teachers

It is hoped that the research findings will be essential to the teachers and all stake holders as it promote a better understanding on how corporal punishment enhance teaching and learning. It is also important for the teachers to find other strategies of disciplining the learners which will be more acceptable and also to create a favorable environment for learning.

University

The researcher hoped that the project may be important to the Midlands State University as they make it accessible in the school library and the research findings will be used by other students in doing their researches. It is also crucial for the lectures to educate and prepare the student teachers by giving them proper training for disciplining pupils as they go for their teaching practice.

Parents

It is also important for the parents as part of the society to have an insight of the effects of administering corporal punishment on their children. The parents should have a deeper understanding on the government policy on abolishing corporal punishment so that the violation of the policy will be minimised.

1.6 Delimitation of the study

The population was comprised of the school heads, teachers, learners and parents to increase the reliability of the findings. The study focused on the implementation of corporal punishment as a government policy in Zimbabwe and it was based on four high schools in Mutare Urban which are St Joseph, St Mary's, Sakubva High 1 and Rushingo (Sakubva high 2).

1.7 Limitations of the study

The researcher would have wanted to study more schools in Mutare Urban to enhance validity of the findings. It was a challenge due to resource constraints such as money to meet the travelling expenses. However this limitation was minimized in the sense that the researcher counters the limitation with the representatives from the government and church schools. Therefore it enhance the validity and generalization of the findings to Mutare urban schools.

1.8 Definition of terms

Punishment

Haralambos and Holborn (2008), defined punishment as a way of maintaining the collective sentiments at their necessary level of strength and mainly it focused on the body of offender as it involves the direct infliction of pain as a way of making the offender suffer for the committed crime.

Corporal punishment

Bitensky (2006) defined corporal punishment as the use of physical force no matter how light might be, with the aim of inflicting pain to the child so as to mold the child's behaviour. According to UNICEF (2008) corporal punishment is the use of physical force causing pain but not wounds as a means of discipline. United Nation Committee on the Rights of the child defined it as any form of punishment that involves physical force with an intention of causing pain or discomfort. From the scholarly definitions corporal punishment is defined as disciplinary action that is physical in nature delivered by parents or teachers to pupils misbehave.

1.9 Summary of the chapter

This chapter focused on the background of the study where it reviewed detailed information about the proposed government policy of corporal punishment in Zimbabwe secondary schools. The background also highlighted that the government policy of corporal punishment need a serious attention since there was continuous violation of the policy. The background also reviewed that there was a policy under statutory instrument 1 of 2004 which allowed only the school head to administer corporal punishment, but however the government imposed a total ban to the administering of corporal punishment. Therefore it becomes a significant issue for the

researcher to study whether the policy is adhered to. The chapter also reviewed the statement of the problem where there was a clear expression of what triggers the researcher to study this area and it was the continuous violation of the government policy of corporal punishment in schools. In the significant if the study it pointed out whom to benefit from the study. The delimitation of the study was also given and shown the physical and conceptual boundaries of the study. The limitation to the study was also highlighted.

CHAPTER TWO

2.0 REVIEW OR RELATED LITERATURE

2.1 Introduction

Gray (1987) explains that the review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. This

chapter seeks to review what the different scholars, psychologist and educationalist say about the implementation of corporal punishment in schools. The chapter also proceeds to outline the challenges faced by the school authorities in implementation of corporal punishment and to examine the effects of eliminating corporal punishment in schools by way of involving the teachers' perceptions towards the removal of corporal punishment and the effects of corporal punishment on pupils learning.

2.2 Conceptual analysis of corporal punishment

According to Geshoff (2007), corporal punishment refers to intentional application of physical pain as a way of disciplining children or removing unwanted behaviour on pupils. He also goes on to say it involved variety of methods such as hitting, slapping, spanking, punching, kicking shaking, shoving and use of various objects such as wooden paddles, belts, sticks, pins. Mlis (2012) argued that, corporal punishment is the infliction of physical pain on someone convicted of wrongdoing. Bitensky (2006) defined corporal punishment as the use of physical force no matter how light might be, with the aim of inflicting pain to the child so as to mold the child's behaviour. According to UNICEF corporal punishment is defined as the use of physical force causing pain but not wounds as a means of discipline. From the above conceptual analysis the researcher can safely say corporal punishment is causing pain on human body for them to realise their wrong doings. Besides corporal punishment there are other forms of punishment that also used in schools by educators which has a sense of cruelty and degrading and these involve humiliates, denigrates, threatens and scaring of pupils.

2.3 Corporal punishment implementation

There are recent laws against some previously accepted practices like ragging in educational institutions which remain common practice and arguments has been raised against corporal

punishment in schools and some courts have suggested their decisions in prohibiting such practice but there was a vivid evidence that corporal punishment is still being administered in schools and in homes (Srivastava and Rajeev 2013). According to the American Civil Liberties Union (ACLU) (2009), every year a number of students are being subjected to corporal punishment in schools despite the negative outcomes brought by inflicting it.

The use of corporal punishment varies according to social class, race and ethnicity of a given area or society. What is acceptable as punishment to a given society might also vary with the nature or norms and values of that society. Corporal punishment is deep rooted in African countries due to their cultural norms and values which seem to take children as passive. As argued by Newell (2003) most traditions have a strong belief that corporal punishment is a necessary and effective tool for disciplining the pupils. Therefore corporal punishment in most societies is unquestionable as it is done by the elders and it extends from homes to the schools.

According to Durrant (1996) Sweden was one of the first country in the world to outlaw corporal punishment. Various scholars have shown this measure of outlawing corporal punishment to be strongly supported by the Sweden population. Hindberg (2001) put across that the first ban on corporal punishment in schools was enacted in 1918 but it was only applied to the senior grades and in 1962 it was applied to the entire school system. The parents in Sweden were happy to groom their children without applying any form of punishment to them because it is believed that it has no good but harm. They developed a tradition of resolving conflicts by discussion and agreement and it was successful. Sweden is a child centered society and it developed a good learning environment for their kids.

According to Donnelly (2013) the recent study of more than four thousand European school children across the six countries documented that corporal punishment is associated with adverse mental health outcomes in children. These negative outcomes brought as a result of corporal punishment have led the government of Europe to ban the practice. In Europe the use of corporal punishment in disciplining the children has been abolished and they are at a better stage in terms of implementation.

According to Geshoff and Betensky (2008) corporal punishment remains a common rearing practice in United States. Cited in Geshoff and Betensky (2008), Regalado et- al (2004) nationally almost 1000 parents of 1 -2 years old, 63% reported using physical punishment to kids. This reviews that from this age up to the time when these children reached adolescence 80% of them will be corporally punished by their parents. Available sources show that corporal punishment in US is still a debatable issue.

In west and central Africa corporal punishment is also a born of contention whereby there is raised policy of banning corporal punishment in all sectors for instance education however there was an evident of continuous violation of the policy. Some scholars like Antonowicz (2010) tried to come up with the ideas of the causes of continual violation of the policy in West and Central African schools. He propounded that, the unqualified and lack of trained teachers might be the cause. In central and African countries brain drain on civil servants led to a large recruitment of temporal teachers and volunteer teachers recruited by communities to work in school. For instance in Zimbabwe in 2008 qualified teachers move from Zimbabwe due to the economic instability. As a result there was a massive recruitment of unqualified teachers who lack classroom management skills as a result they engage into emotional discipline hence the violation of the policy.

In Middle East and North Africa corporal punishment implementation is also a controversial issue where some countries have fully adopted the policy and others are still in the process of reaching the total abolishment. Three states have successfully prohibited corporal punishment in all settings and these include Israel, South Sudan and Tunisia. Countries like Egypt, Iraq and Algeria are still in a process of observing the policy.

In South Africa the South African Act (1996) argued that no one was allowed to administer corporal punishment to pupils. They also add on that anyone who will break the law will be charged. According to Buabeng- asson (2014) the section 10 of the schools act of 1996 has outlawed corporal punishment and this made the administering of corporal punishment a criminal offence in South Africa. However as noted by Buabeng- asson (2014) many South African educators are facing some challenges on alternatives to their traditional method of inflicting fear and pain (corporal punishment) to pupils hence the continuous violation of the policy.

In Zimbabwe culturally failure to physically punish the child after doing something wrong is regarded as a weakness on the part of the parent and the people normally said spoiled child referring to one who have not been physically punished. In Zimbabwe corporal punishment is the first response even in small offence to the wrong doings for example, when a child takes food during lessons (Nyarugwe 2011). The issues of banning corporal punishment raised up heated debate as others think it is still a necessary measure on discipline. It is clear that corporal punishment is still a popular method of disciplining children in Zimbabwe. However this practice violates children rights and contravenes the current constitution and international conventions. Zimbabwe has abolished the corporal punishment as a way of stepping away from the rhetoric way where violence is made acceptable. The researcher decides to localize the study to Mutare urban schools in order to perceive the gap which is there between the European countries to the

African countries as a whole and dedicated it specifically to Zimbabwe as a country and further localized to Mutare urban secondary schools.

2.4 Challenges faced by school authorities in implementing corporal punishment policy

In an attempt to resolve students discipline problems and to ensure the smooth flow of learning on a favorable and conducive environment there has to be effective disciplinary policies. Despite the introduction of the government policies which outlaw the administering of corporal punishment to learners there was an evidence of application of corporal punishment in schools.

There is arising complains from the educators that they require a non violent training to manage the large classes of 40 - 60 pupils. The teacher pupil ratio in Zimbabwe is very high where by the teacher will have a class of 60 pupils and it will be difficult for the teacher to handle the class without applying corporal punishment. The teachers as classroom practitioners believe that corporal punishment is quick and easy whilst other alternatives require a lot of patience and time (Kader 2000).

Nyarugwe (2011) discovered that many teachers feel that pupils need harsh condition for them to mold their behaviour. Teachers believe that in most cases pupils does not take seriously the alternatives which might be used in order to rule out corporal punishment. In support of this Kader (2000) argued that a non- violent approach to hooligan learners is in appropriate especially where there are gangsters and violence at the school. Teachers are scared that the pupils will continue with their misconduct and break school rules if not beaten. These challenges may leave the teacher in a position of not knowing what to do but to use corporal punishment on pupils to resolve the problems. The National Union of the teaching profession secretary general

Lokyimpheng (2006) postulate that it is acceptable to inflict corporal punishment for the hyper stubborn students. He also adds on that learners who are difficult to handle only require a harsh condition to control their behaviour.

Kadel (2000), pointed out that although many people support the abolishment of corporal punishment there was still a belief that to spare the rod is to spoil the child. Pupils always need a push so that they will attain good results for example, subject like mathematics requires more practice and it doesn't need the teacher to be more tolerable if the pupils are lazy. Kadel (2000) argued that the only thing which make the teacher respected is corporal punishment and for the people to be disciplined and to work harder they need to be threatened and beaten. Some educators feel that their power as educators should be felt through the inflicting of corporal punishment therefore their authority should be shown through corporal punishment (Gladwell, 1999). This reviews that teachers are facing challenges in abiding to the policy of abolishment of corporal punishment and they are not prepared to maintain their classrooms without it.

2.5 Teachers' perceptions on the abolishment of corporal punishment in schools.

The government of Zimbabwe has outlawed the use of corporal punishment in schools and it was becoming a problem to teachers because they believe it was crucial in controlling pupils' behaviour. Makambira (2007) argued that many educators think that corporal punishment is a necessity in the process of teaching and learning and they would like to use it. Therefore in this case corporal punishment was regarded as an important tool in controlling and maintaining order in students.

According to Post (2008) teachers were not comfortable about the restriction of the corporal punishment in schools because they believe that it might result in aggressive behavior. Cited in

Kilinci (2009) Agbenyega (2006) pointed out that the majority of teachers use corporal punishment to enforce discipline. Therefore most teachers resort to punishment in removing and correcting unethical behavior. Some teachers believe that corporal punishment is necessary to provide obedient to school rules.

According to UNESCO report (2001), teachers in Kenya are complaining that the total ban of corporal punishment will lead pupil off track as a result poor performance. Chamberlin (1996) also notated that there was a total difference in terms of discipline at her school in United Kingdom comparing from 1950 to 1960s when corporal punishment was still legal. This implies that corporal punishment was an effective method in maintaining order within the school.

The educators who support the use of corporal punishment agree that corporal punishment is a simple and easy way of stopping misbehavior. They also mention that corporal punishment is less associated with negative outcomes. However research tells us that this point is not realistic that's why it is not recommended as a controlling method to children (Gershoff, 2002)

2.6 Effects of punishment on pupils

Antonowicz (2010) argues that corporal punishment has both physical and psychological negative consequences hence the idea that it brought no good than harm. It also results in physical injuries from bruises and bleeding to trauma and it also result in death. Antonowicz (2010) also add that corporal punishment will disturb learning concentrations and class participation. Geshoff (2002) also put across that corporal punishment is known of predicting negative outcomes as it predict mental health problems and bad relationships between parents and their children.

Cited in Greydanus (2012) Hayman et -al argued that corporal punishment result in illness called Educationally Induced Post- Traumatic Stress Disorder (EIPSD), in this disorder the human mind is being disturbed. The disturbed students will face challenges in sleeping and usually associated with negative thoughts for instance suicide thoughts, feelings of sadness school absence and school dropout. It may also lead to anxiety alcohol and drug abuse.

The use of corporal punishment involves the instilling of fear in pupils so that they stop immediately the unwanted or unacceptable behavior within the school environment. It is not deniable that the pupils tend to stop to the wrong doings that they will be engaged in. According to Durrant (1996) the use of corporal punishment sometimes put a student at a point of confusion whereby a child do not understand where they get wrong and how their behaviour is un acceptable. However the use of corporal punishment does not teach pupils and it promotes passive learning rather than active learning.

In addition Greydanus (2012) also put across that the use of corporal punishment on kids will be directly instill violence in our children there by creating a hostile society. Children are said to imitate their adults and the use of corporal punishment encouraged children to resort to violence because they imitate what their adults do.

2.6 Summary of the chapter

This chapter focused on the related literature on implementation of corporal punishment in schools. The chapter outlined the conceptual frame work of corporal punishment where it explained what other scholars agued on the meaning of corporal punishment. The chapter also unpacked the challenges faced by school authority in implementing corporal punishment. The study reviews that corporal punishment implementation is very difficult especially to the students

who have a background of corporal punishment. In Zimbabwe learners are believed to be used to corporal punishment and when the teachers neglect it and switch to alternatives the literature review indicated that they won't take it serious and they keep on doing wrong things and proceed with bad behavior then this leaves the teacher with nothing to do except to apply corporal punishment. This chapter also reviews what scholars said on perceptions of teachers towards the abolishment of corporal punishment and it indicates that most teachers do not agree with the policy because they think total ban of corporal punishment paves way to disorder and as a result poor performance. Therefore corporal punishment is said to be a requirement for learners to produce better results and to fit well in the society. The effects of corporal punishment on pupils were also outlined by different scholars and this chapter reviewed that corporal punishment brings no good but harm.

CHAPTER THREE

3.0 RESEACH METHODOLOGY

3.1 Introduction

This chapter seeks to outline the research design which was employed in the study. It also serves to review the population, sample, methodology and data collection techniques as well as instruments which were used in gathering information for the study. Data analysis techniques and data presentation and the summary were also discussed in this chapter.

3.2 Research design

Research design explores the strategies which were employed in carrying out the research. Jonson (2004) defines a research design as the outline, plan or strategy taken to seek and answer the research questions. The plan shall specify how the participants are to be assigned and how to collect and analyze data. This research involves a sketch about what was to be done on the ground in collecting data concerning corporal punishment implementation. Research design might be equated to the steps taken when constructing a building. The first thing which needs to be done is to know the type of building to be constructed. After this has been done it will be valuable to sketch the plan obtaining permission from city council. Similarly with the research it requires a good design or plan before collecting data for it to produce good results which will be generalized to the entire population. In this case the researcher conducted face to face interviews with the school heads and issued out questionnaires to the pupils and teachers.

The research instruments employed were interviews and questionnaires and the researcher distributed the instruments herself to the respondents. The research design also involves a clear description on how, when and where data to be collected and analysed. In this case the research concerning corporal punishment implementation in schools was conducted in secondary schools in Mutare urban and analysed and presented inform of figures and graphs thereby adopting quantitative and qualitative data to be employed that is mixed methods research. Qualitative data was indicated through descriptive method and quantitative data was shown inform of figures and mathematical aspects in calculating percentages and numbers of respondents. According to

Creswell (2014) in qualitative inquiry the intention is not to generalize to a population but to develop an in depth exploitation of central phenomenon.

The research was mainly focused on the descriptive survey where it uses the research instruments such as interviews and questionnaire. Descriptive survey deals with describing what is observed on the ground hence the use of questionnaire as a research instrument. Survey depicts a brief interview or discussion with the participants on a specific research topic. Descriptive survey promotes the use of triangulation method whereby the researcher did not rely on one instrument of gathering information and in this case the researcher used questionnaires and interviews in order to generalize the findings to the whole population.

3.4 Population of the study

According to Garson (2012) the word population is also referred to as a universe and it is defined a set of people or entities on which findings are to be generalize. Cited in Waugh (2003) Roufgarden, defined population as a group of individuals of the same species that stay as a family at the same niche and possess same life style such as birth rates and survival patterns. Therefore from the above definitions population implies total collection of the respondents under study where the information would be generalized. In this case the researcher targeted population was 4 secondary schools in Mutare urban. The total population in sakubva cluster is 7 schools. The researcher chose 4 schools with a total population of 200 O' level pupils.

3.5 Sample

Creswell (2014) defined a sample as a sub group of the targeted population that the researcher plans to study for generalization about the target population. The sample which was chosen to represents the entire population was taken from 4 schools and comprises of 4 school heads, 20

O' level pupils and from 100 teachers the researcher chose 10 teachers to make them a sample of 34 respondents.

3.6 Sampling method

Sampling is defined as a process of selecting a group of people, events or behaviour which held to conduct a study. The researcher selected 34 respondents to answer the research questions.

The researcher used a random stratified sampling method to choose four schools from Mutare Urban. Cohen et al (2011) postulate that random stratified sampling involves dividing of the population into homogenous groups each group containing subjects with similar characteristics. In this case the researcher chooses homogenous group of catholic and government schools and find out that in Sakubva cluster there are three catholic schools and four government schools. The researcher did a random sampling from each of the group in order to enhance equal opportunity to be selected. The researcher came up with two representative of each group that is two Catholics and two governments. A random stratified sampling was very crucial in blending of randomization and categorization thereby enabling a mixed research method to be undertaken.

3.7 Research instruments

These are tools that were used by the researcher to collect data and in this case the researcher make use of interviews and questionnaires to obtain information concerning corporal punishment implementation in secondary schools in Mutare urban.

3.8 Questionnaires

Creswell (2014) defines a questionnaire as a form used in a survey design that participant chooses answers to questions and supplies business personal or demographic information. According to Cohen et al (2011), a questionnaire is a widely used and useful instrument for

collecting survey information providing structured often numerical data that will be administered without the presence of the researcher and often being comparatively straight forward to analyse. From the given definitions a questionnaire is a list and survey questions designed to extract needed information. The use of questionnaire will minimize bias since it is filled in the absence of the researcher and there is no reference of real names of the participants.

However the use of questionnaires has its own loopholes as some of the respondents might give irrelevant information to the study. Therefore it will compromise the findings. The respondents might also give bias information to please the researcher and it will also affect the findings. Therefore this gave the researcher an insight of not relying with one instrument and involved the use of interviews to validate the findings.

3.9 Interviews schedule

The researcher used interview schedule to collect data on the implementation of corporal punishment in Zimbabwe schools. Cohen et al (2011) defined interview as a two individual conversation initiated by the interviewer for the specific purpose of exploiting research relevant information. It also involves the inter change of views between two or more people on area under discussion. Therefore an interview facilitates the exchange of information from the interviewee and the interviewer.

The researcher interviewed the school heads. The interview was used to gather the opinions from the school heads concerning the implementation of corporal punishment. Interviews are flexible tools for data collection and involve multi- sensory channels, for instance, it allows the use of verbal, non verbal, spoken and head information that is direct communication (Cohen et al2011)

The researcher used face to face interviews with the heads to get the information on the ground on whether the school is adhering to the government policy of corporal punishment abolishment or not and to figure out the reason which might lead them to violate the policy. However, this research instrument has also its loopholes in the sense that the interviewee might give wrong information in order to please the researcher and that affects the validity of the findings.

3.10 Data Collection procedures

According to Creswell (2014) data collection means identifying and selecting individuals for a study, obtaining their permission to study them and gathering information by asking people some questions. Data concerning the implementation of corporal punishment was obtained from the learners, school heads and teachers. The use of interviews to the school heads helped the researcher to gather qualitative data since the researcher presented the findings inform of description. The data was also quantified inform of presentation through tables and graphs. The extracted data was confidential and was only used for the purposes of this study.

In this study the researcher obtained the introductory letter with permission to carry out a research from Midlands State University, Faculty of Education, Department of Applied Education. The researcher was then used the introductory letter to seek permission from the permanent secretary of primary and secondary education Harare head office. After that the researcher used the letter from head office to seek permission from provincial office of Mutare. The letter from the provincial office was used by the researcher to seek permission from the District Education Officer (DEO) of Mutare and school heads of selected schools. The researcher collected data using interviews and questionnaires as research instruments to gather information concerning implementation of government policy on corporal punishment.

3.12 Data analysis procedures

After data collection there is need to make sense on the collected information supplied by individuals and responses and then putting it together to summaries it. According to Creswell (2014) data analysis involves drawing conclusions on the results and representing the results in tables, figures and chats.

3.13 Research ethics

According to Chiromo (2009) research ethics are the guidelines and standards expected for the researchers when caring out their research. Thomas (2003) also postulated that research ethics provides principles for the responsible social research. Therefore this entails that research ethics are the guidelines of knowing right things or wrong things and put it in practice when conducting a research.

The researcher used informed consent where she informed the participants about the research before issued out the questionnaires. The researcher obtained permission from the school heads and they let the pupils aware of the research before conducting the research. This was done in order to let the respondents decide whether to take part or not to.

The researcher also used confidentiality ethical principle. According Chiromo (2009) the participants should be given surety that their responses would be treated in the strict of confidence. The researcher assured the respondents that the data was going to be kept safe. The researcher also used privacy or autonomy. The instruments used indicated that respondents should not write their names on the questionnaire and this was done to ensure high ethical standard.

3.14 Data management

The researcher is responsible for data management and was kept safe in the researcher's laptop where there is need to provide password to log in. All rough work was incinerated to avoid unnecessary inconveniences. A clear, responsible, ethically sound data management was adopted where by the data was only accessible to the researcher and little assistance of the research.

3.15 Summary of the chapter

This chapter focused on the research design where the researcher gave an overview of the plan of the research. The research design involved a clear description on how, when and where data to be collected and analyzed. It also depicted that the function of research design was to ensure that the evidence obtained answer the research questions. The study also gave an overview of the population of the study where it entails the whole group or total respondents where the findings were generalized. The study also reviewed the sample which is the targeted population where the research was based on and the sampling method which was adopted. This chapter also outlined the research instruments where it outlines the tools used on data collection. The tools used on gathering information concerning corporal implementation were questionnaires and interviews. The chapter also outlines the data collection procedures and how the information was analyzed.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter saves to interpret, analyze and present the data on the study of government policy on the implementation of corporal punishment in schools which was collected by the researcher in the field through questionnaires and interviews. To analyze is to make sense the collected

information from the school heads, teachers and pupils concerning the implementation of the government policy of corporal punishment. The data has been presented statistically through graphs, tables and pie charts.

Table 4.1: The number of respondents

Instrument	Number issued/ conducted	Number returned/ interviewed	%
Pupils questionnaires	20	20	100
Teachers questionnaires	10	10	100
Heads interviews	4	4	100

The researcher issued out the questionnaires to the respondents that is to teachers, pupils and interviewed the school heads. The respondents have completed the questionnaires and it gave 100% total responds as shown in the table 4.1. The researcher also conducted the interviews with the school heads and in their absence the researcher interviewed the deputy heads and those left in authority and it also constituted 100%.

Table 4.2: Pupils views on what corporal punishment is

Respondents (pupils)	frequency	%
Anything related to ill treating as a way of discipline pupils	9	45
Involve being troubled for wrong doings	7	35
No idea	4	20
Total	20	100

Of all the issued 20 questionnaires table 4.2 shows that only 4 pupils were not able to give a definition of corporal punishment and constituted 20% of the respondents while 16 indicated that they were familiar with the term corporal punishment and constituted 80%. 9 respondents indicated that corporal punishment is anything which involves ill treating as a way of discipline pupils within the school and constituted 45%. 7 respondents noted that corporal punishment involved being fixed for wrong doings at school and it constituted 35% as indicated by table 4.2.

Table 4.3: Views of teachers, pupils and heads on whether there is continual use of corporal punishment in schools

Respondents	YES	%	NO	%
Pupils	14	70	6	30

Teachers	7	70	3	30
Heads	1	25	3	75

Table 4.3 contains the information collected from the respondents concerning the application of corporal punishment on pupils in schools. The information indicated that there is an ongoing application of corporal punishment on pupils at school. 14 respondents pointed out that corporal punishment is still common at school and constituted 70%, this means that they were not adhering to the total ban of corporal punishment. Only 6 respondents reflected that it was no longer administered which constituted 30%. 7 respondents from teachers indicated that the use of corporal is still common in schools and it constituted 70%. 3 respondents pointed out that they were observing the policy and it constituted 30%. 3 respondents from school heads indicated that they were not applying corporal punishment on pupils and only 1 head reviewed that he was still applying corporal punishment on pupils basing on the statutory instrument 1 of 2004 and he could register according to that policy. The school head seem to ignore the new policy of total ban corporal punishment.

Response	Frequency	%
All the time	13	65

Seldom	5	25
Never	2	10
Total	20	100

Table 4.4: frequency of application of corporal punishment by teachers

Table 4.4 represents the information concerning the frequency of application of corporal punishment on pupils by teachers. 65% pupils indicated that they are corporally punished by their teachers every time they misbehave and 25% reviewed that they are rarely punished by their teachers. The pupils who indicated that corporal punishment has never been used constituted 10% and this information shows that pupils are being corporally punished though the government imposed the policy to ban corporal punishment because the largest percentage indicated that the policy is violated. The researcher cross checked with the pupils to verify on the respondents who indicated that they never apply corporal punishment and the findings indicated that there was continual use of corporal punishment.

Table 4.5: Teachers, Heads and Pupils reasons on continual use of corporal punishment in schools

N= 34

Respondents	Control the class	Discipline pupils	Out of anger
Pupils	6	11	3
Teachers	4	6	—
Heads	2	2	—

The information above shows the respondents views on the use of corporal punishment in schools. The respondents include the heads, teachers and pupils and the highest percentage indicates that most of the respondents put across that corporal punishment mainly used in disciplining the pupils. 4 respondents from teachers represents that they use corporal punishment to control the class and 6 respondents pointed out that they use to discipline pupils. 6 respondents from pupils indicated that teachers use corporal punishment to control the class and 11 indicated that they use it to disciplining purposes. 3 of the respondents indicated that they use corporal punishment out of anger. The research indicated that 2 school heads indicated that corporal punishment was used to instill discipline to the pupils and 2 heads also pointed out that they use it to control the class.

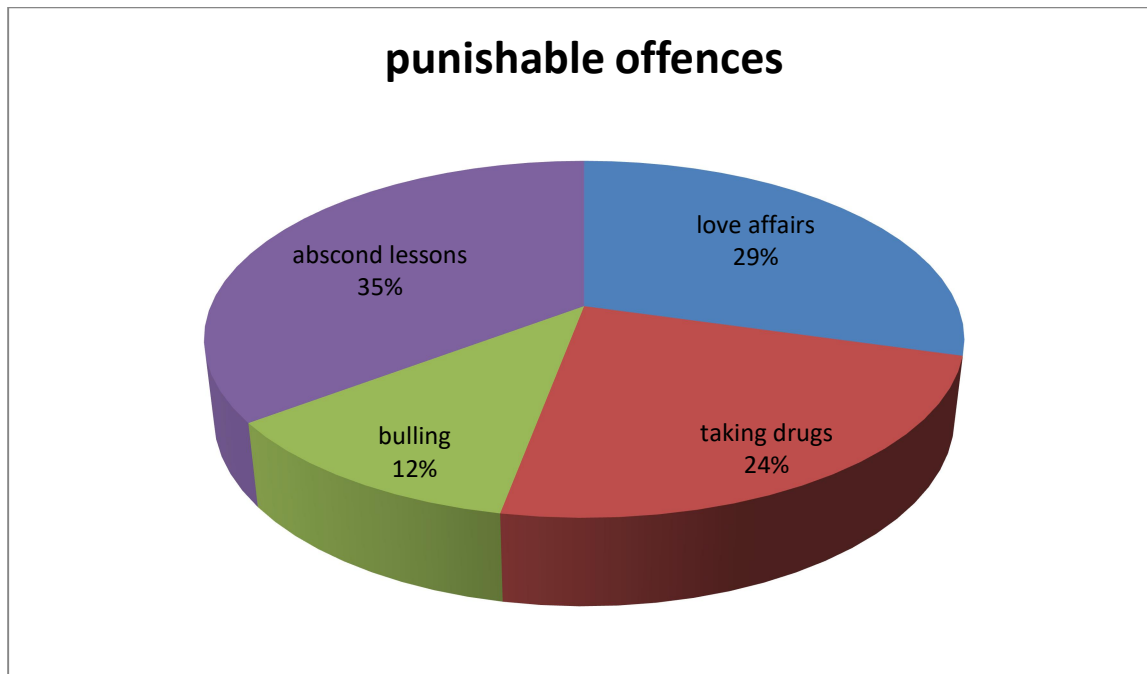


Fig 4.1: Seek to address offences attract corporal punishment from teachers

The information from the school heads, teachers and pupils indicates that corporal punishment is regarded as an immediate method to control and alleviate the unacceptable behaviour. Fig 4.1 shown above clearly pictures out that the most punishable offence at school is absconding to lessons and it is represented by many respondents and it has the highest number 12 which constituted to 35 %. Love affair was also an arising issue which was mentioned to attract corporal punishment from teachers. The respondents figured out that love affair in the school environment is a punishable offence and it was represented by 10 respondents and it constituted 29 %. Drug taking was also pointed out by the respondents to be a punishable offence from teachers. The pupils indicate that taking drugs like alcohol and cigarettes will also lead to expel so in such offences they prefer corporal punishment and it constituted 24%. The respondents also reviewed that bullying others at school was not allowed and it will also attract corporal punishment from teachers and it was represented by 4 respondents and it constitute of 12%.

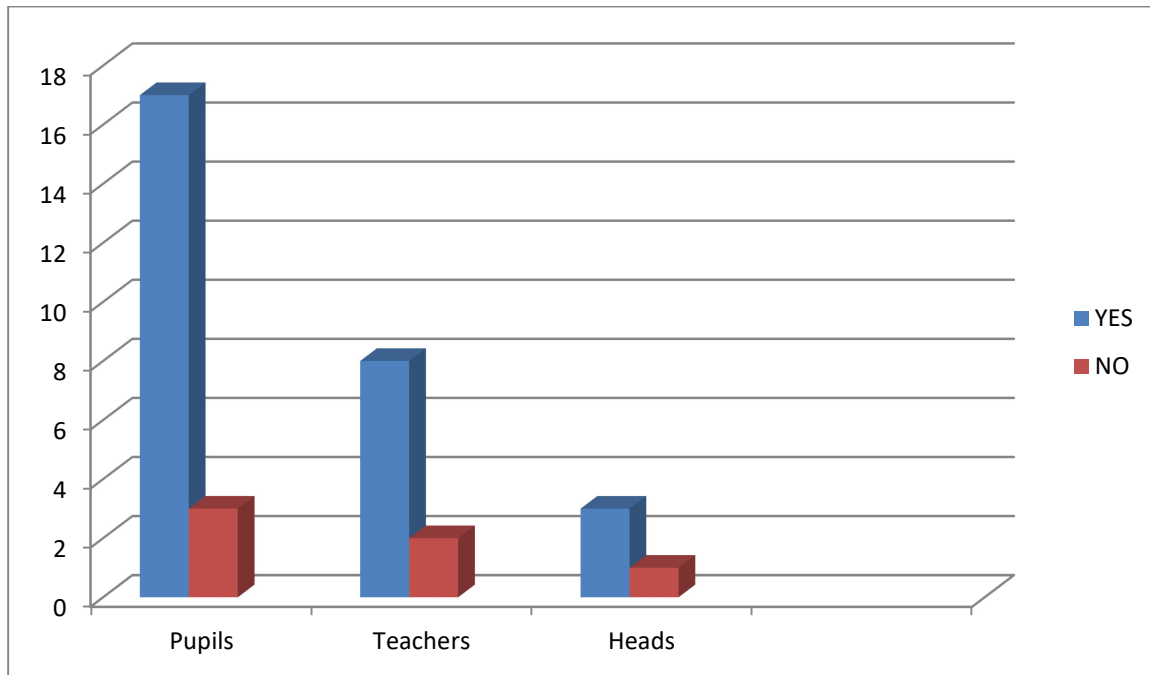


Fig 4.2 Pupils, Teachers and Heads views on awareness of government policy on corporal punishment.

From the carried research the respondents shows that they were aware of the government policy on the abolishment of corporal punishment in schools and in homes whilst a few were not. 17 of the total respondents of pupils reviewed that they were aware of the policy and 3 respondents from the pupils indicated that they were not aware of the policy. From the interviewed four school heads 3 reviewed that they come across the circular which abolishes the administering of corporal punishment on pupils and only 1 indicated that he did not come across the total ban of corporal punishment therefore he was still adhering to the statutory instrument 1 of 2004. 8 teachers indicated that they were well informed and they were aware of the total ban of the corporal punishment whilst 2 were not aware.

Table 4.6 Seeks to address whether corporal punishment affects learning

N= 20

RESPONDENTS	YES	NO	%
Pupils	20	—	100%

The table 4.6 above indicates that all the respondents pointed out that corporal punishment affect their learning. The respondents were 20 and those who ticked yes were 20 and it constituted 100%. This means that 100% of the respondents said corporal punishment has some negative effects on their learning. From the respondents corporal punishment will lead to detestation therefore it will bring tension between the learner and the teacher and as a result it will lead to poor pass rate.

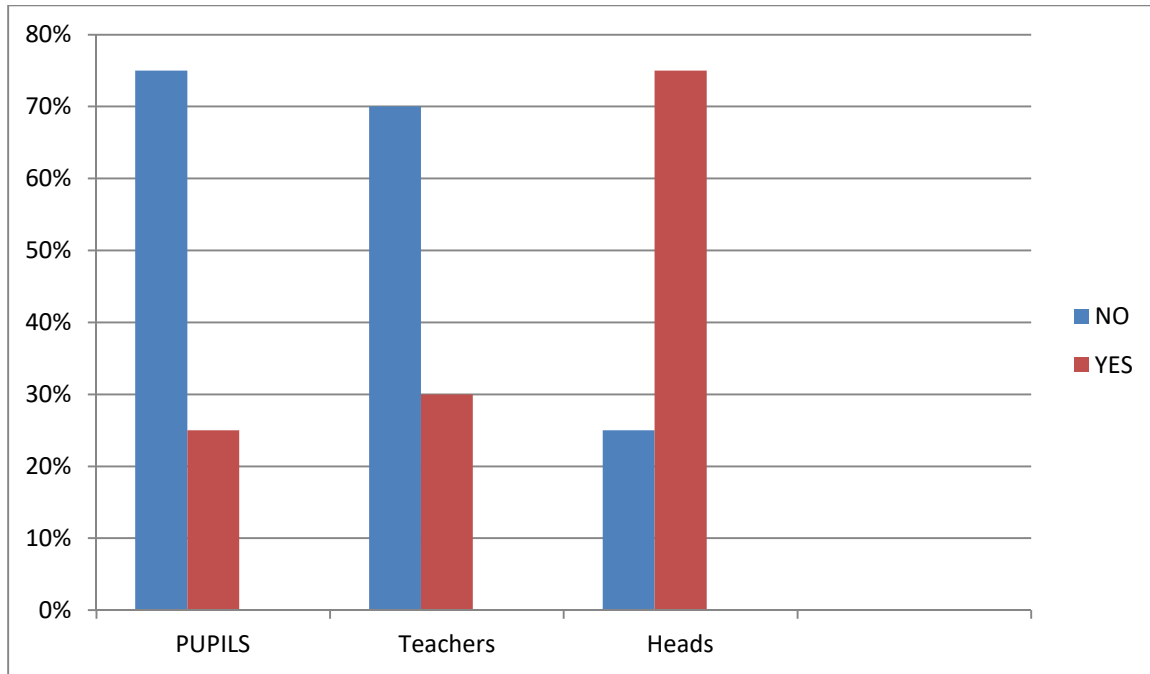


Fig 4.3 Pupils, teachers and heads views on whether the policy is being observed

The figure 4.3 above outlines the information from the respondents on whether the government policy on corporal punishment is being adhered to. 15 respondents pointed out that corporal punishment policy is not observed as assigned by the government and it is shown by 75% of the pupils whilst 5 respondents approved that to a certain extent they are observing the policy and it is shown by 25%. 70% of the teachers pointed out that they are still applying corporal punishment to pupils and 30% outlined that they were adhering to the government policy which abolishes the implementation of corporal punishment on pupils. The school heads reviewed that they were adhering to the government policy and they were 3 heads and it constituted 75% whilst one 1 confirmed he was still adhering to the policy of statutory 21 of 2004 which allows the registering of corporal punishment in records and it constituted 25%. Evaluating the findings it was clear that there was a contradiction of the information from the pupils, teachers and heads however it reviews that there was an on going violation of corporal punishment in schools.

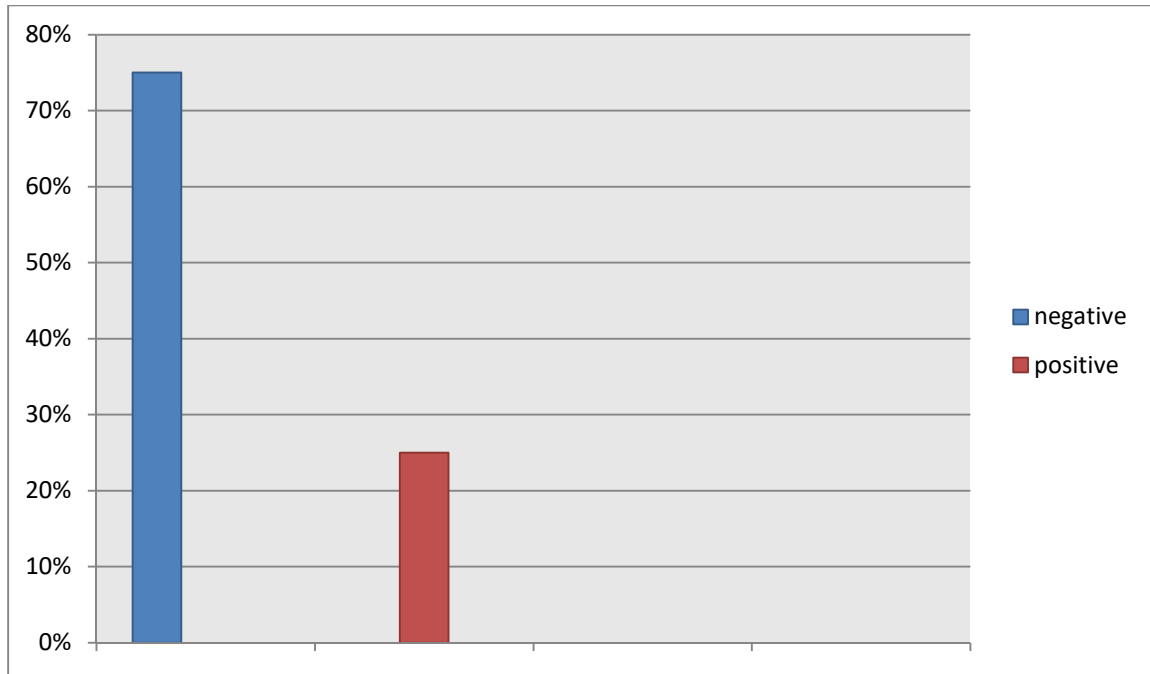


Fig 4.4 Attitudes of pupils towards corporal punishment

The figure 4.4 represents the information on the attitudes of pupils towards corporal punishment. The respondents reviewed that they had negative attitudes towards corporal punishment. This was shown by 15 respondents which represents 75%. 5 respondents outlined that they had positive attitudes towards the use of corporal punishment. 5 of the response represents 25%.

Table 4.7 Substitute to corporal punishment

N= 20

Respondents	Lead by example	Give praise	Guide and counselling
pupils	7	5	8

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The table 4.7 represents the information about the substitutes to corporal punishments. Seven respondents pointed out that as a substitute to corporal punishment the teachers would rather be exemplary. Five respondents indicated that re- enforcement might also be used by give praise and eight respondents indicated that guide and counseling will also substitute corporal punishment

Table 4.8 Respondents’ of teachers by age group

Age group	Frequency
20-30	2
31-40	4
40+	8

The information from the table 4.8 reviews the age group for the respondents. two respondents confirmed that their age group was from 20-30 years. 4 respondents had ages between 31- 40 and eight respondents were above 40 years. The findings indicated that most respondents were aged 40 years and above and they indicated that they experienced physical punishment during their learning time and it is difficult to change their attitudes towards application of corporal punishment.

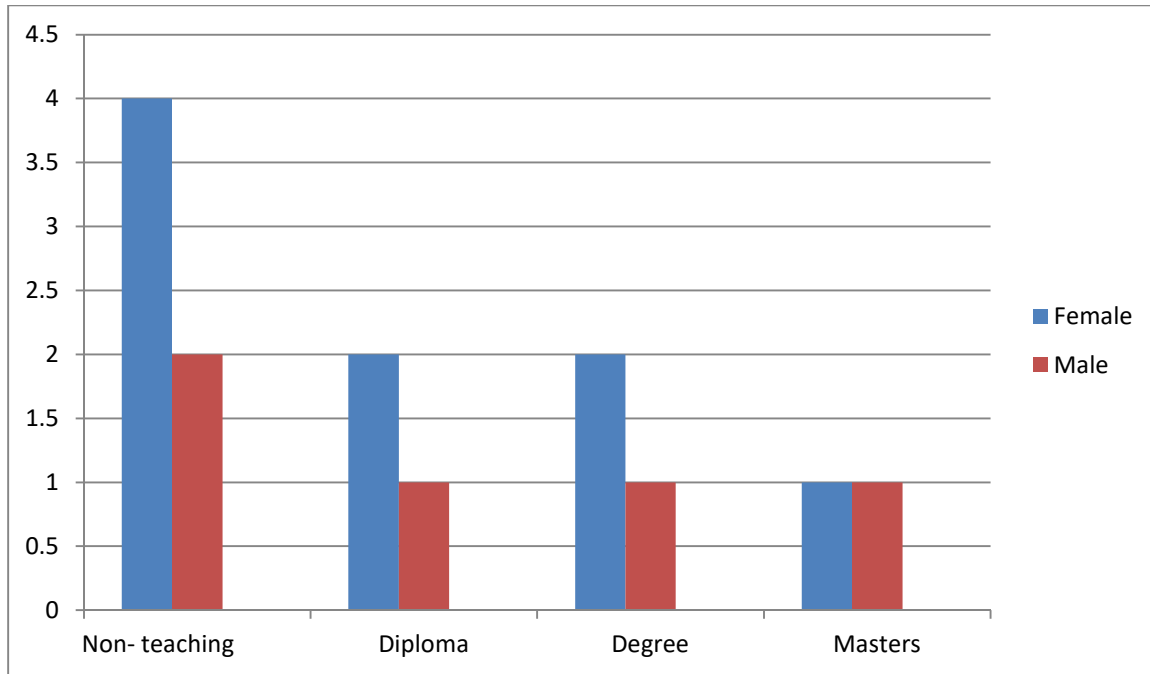


Fig 4.5 heads and teachers qualification by gender

The figure 4.5 represents the respondents' qualification according to gender. The respondents who have non qualification for teaching were four females and two males. Those who have diploma qualification were 2 females and 1 male. The respondents who have degree qualification were 2 females and 1 male. Finally the master's holders were 1 female and 1 male.

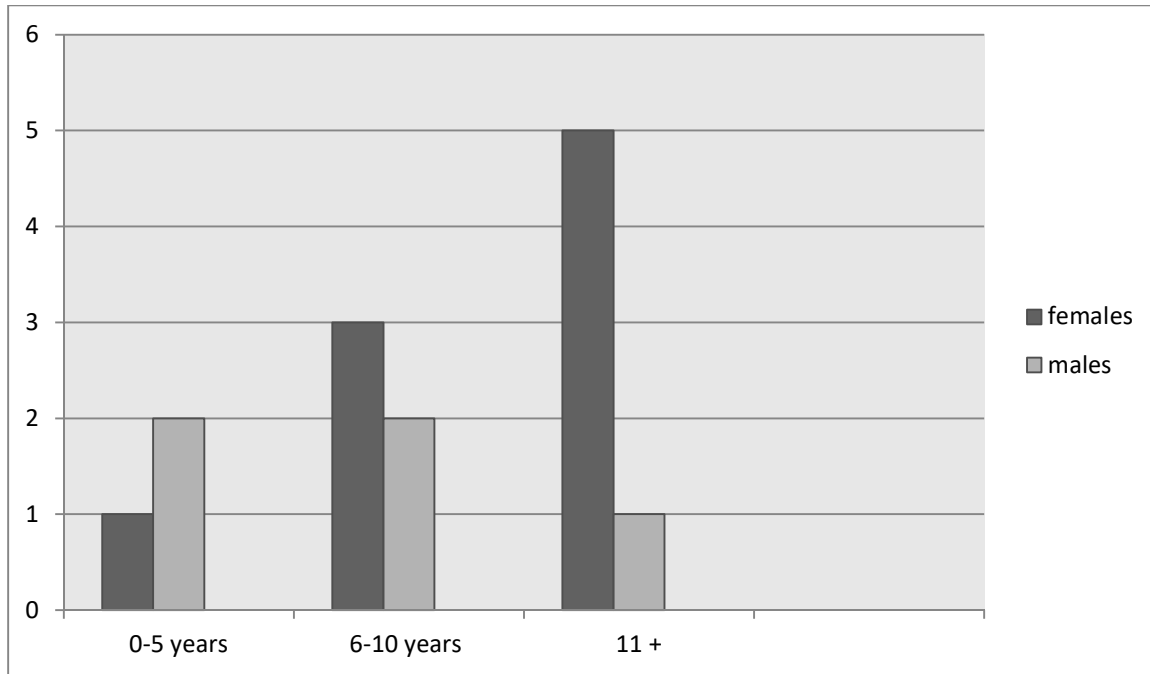


Fig 4.6 Respondents teaching experience by gender

Of the 14 respondents 1 female and 1 male had a teaching experience of less than 5 years. The respondents who had their ages from 6- 10 were 4 females and 2 males. The teaching experience of five female respondents was from 11 years and above whilst only 1 male was also in this category.

Table 4.9 Perceptions over the abolishment of corporal punishment

Respondents	Increase in indiscipline	Lack of respect
Teachers	6	4
Heads	2	2

Table 4.9 indicated the perceptions of teachers over the abolishment of corporal punishment and 6 teachers confirmed that there was an increase in indiscipline problems and 4 respondents indicated that there was lack of respect due to the abolishment of corporal punishment. 2 school heads indicated that corporal punishment was increasing indiscipline problems and the other 2 also indicated that there was lack of respect on pupils.

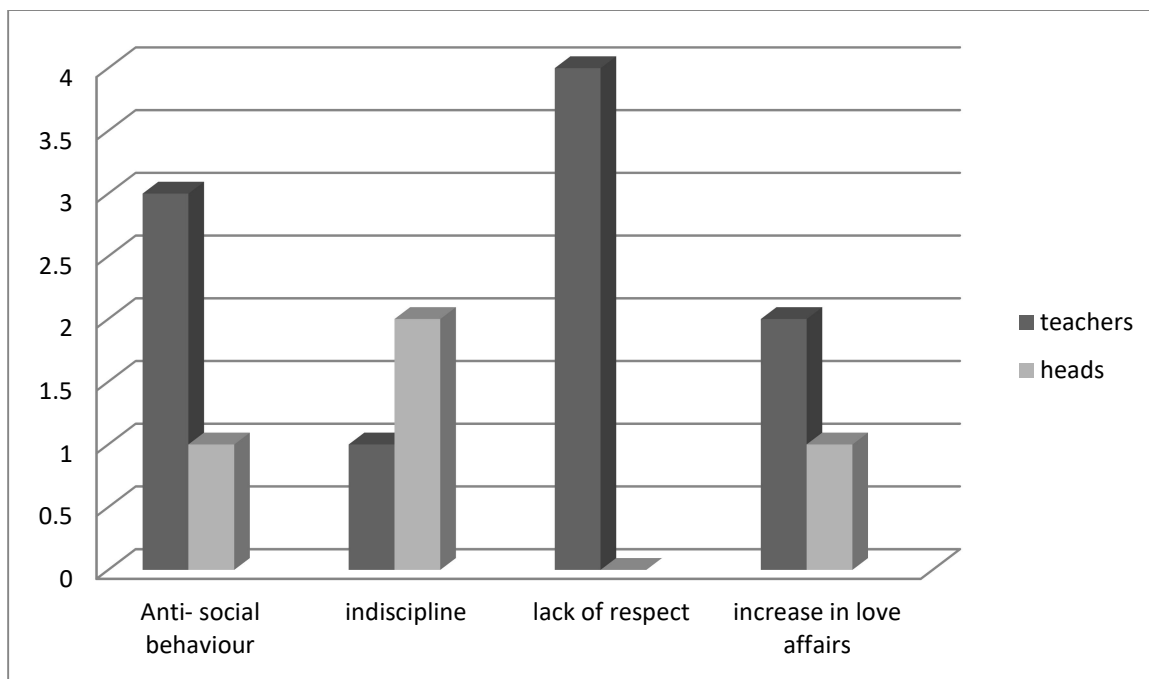


Fig 4.7 Views of teachers and heads on the effects of eliminating corporal punishment

The fig 4.7 reviewed the information from the respondents on the effects of eliminating corporal punishment. 3 teachers indicated that abolishment of corporal punishment was leading to increase in anti- social behaviour within the school. Of the total respondents of 10 teachers only 1 indicated that elimination of corporal punishment will arise in indiscipline problems. 4 teachers also confirmed that elimination of corporal punishment will arise in lack of respect to teachers. 2

teachers indicated that they were also increase in love affairs within the school environment. Of the four heads 1 pointed out that elimination of corporal punishment was leading to increase in anti- social behavior and 2 head2 also indicated that there was increase in indiscipline issues at school. On the lack of respect no head touched that area and 1 head pointed out that there was an increase in the love affairs between pupils.

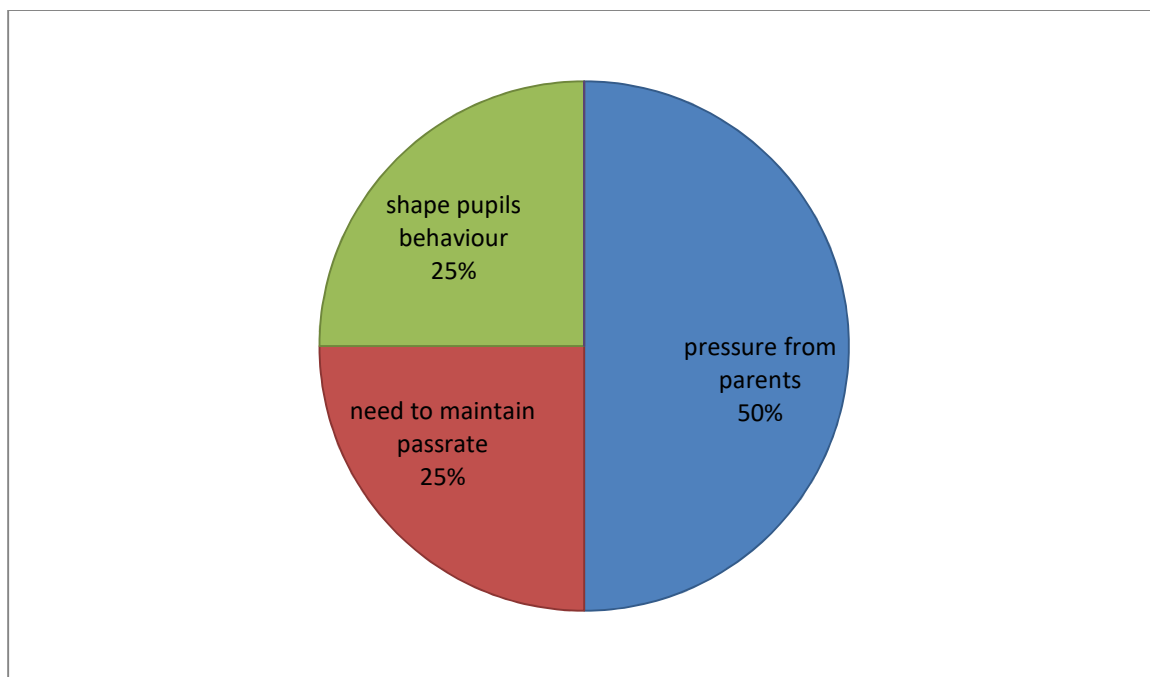


Fig 4.8 Challenges faced by school authorities on observing the policy

The figure 4.8 indicated the information concerning the challenges faced by school authorities in implementing the government policy on abolishment of corporal punishment. 2 heads indicated that they had problems with parents who persist in saying that use stick to control their children and it constituted 50%. Of the 4 heads only 1 pointed out that they face challenges as they wanted to shape pupils behavior and it constituted 25%. Finally 1 head pointed out that because

of maintaining the pass rate they face challenges in ignoring corporal punishment and it constituted 25%.

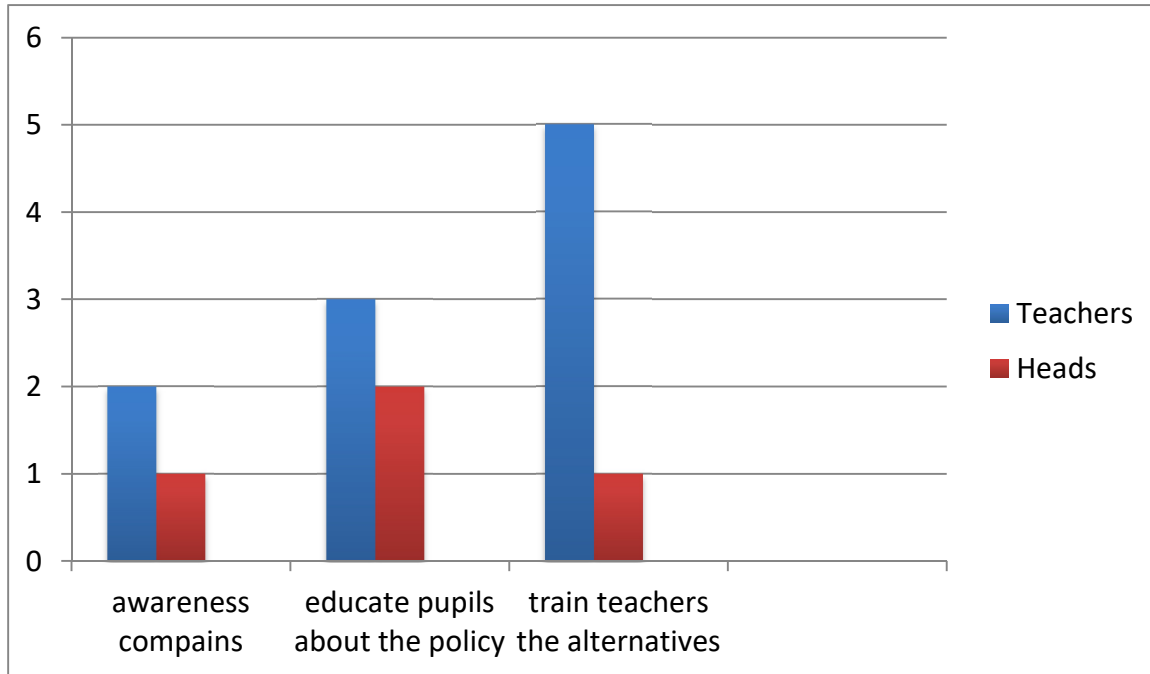


FIG 4.9 Views of teachers and Heads on what to be done for the policy to be observed

The figure 4.9 represents information on the methods to ensure that the government policy of abolishment of corporal punishment is observed. Of the total respondents of teachers 2 indicted that the government should use some awareness campaigns to ensure that the policy is observed while 1 head also indicated the same view of using awareness campaigns. 3 teachers outlined that the pupils should be educated that they fully understand the policy so that they behave in a manner which allows them to be educated. Only 2 heads also pointed that the pupils should be educated about the policy so that they will not be abused. 5 teachers pointed out that the teachers should trained on how to use the alternatives for the policy to be observed and only 1 head supported the training of teachers on alternatives.

Discussion of the findings

4.2 Implementation of corporal punishment in schools

The findings from the research indicated that the use of corporal punishment in secondary schools in Mutare urban is still an ongoing problem. This indicated that the government policy on abolishment of corporal punishment is not yet observed. As noted earlier on by Srivastava and Rajeev (2013) the voices has been raised against corporal punishment in schools and courts have suggested their decisions in prohibiting corporal punishment but there was still a vivid evidence that corporal punishment was still administered in schools.

The findings from the research outlined that the government policy on the abolishment of corporal punishment was still a problem to implement in schools although the findings indicated that the school Heads, teachers and pupils are aware of the policy. From the teachers questionnaires question number 1 seeks to answer whether teachers use corporal punishment or not and the findings reviewed that 70% of teachers agreed to use corporal punishment on school although 75% of the heads deny the use of corporal punishment within their school environments. The findings from the pupils questionnaire question 4 indicated that 70% of the respondents agreed that corporal punishment was still very common within their learning process. Thereby the implementation of the policy was only supported by 30%.

The table 4.4 reviewed the frequency of application of corporal punishment by teachers. 65% of the respondents indicated that corporal punishment was still deep rooted in schools as they indicated that they are corporally punished at all the time. According to Nyarugwe (2011) in her

research in Zimbabwe corporal punishment was used as the first response to any indiscipline at school. Therefore although 60% of the teachers indicated that they were aware of the policy they continue to use corporal punishment, thereby violating the government policy. The results from school Heads, teachers and pupils indicated that corporal punishment was mainly used for disciplining the pupils and to control the class.

The teachers raise the following arguments on the continual use of corporal punishment:

- 1) The teacher pupil ratio is very high in Zimbabwe therefore they find it burdening the teacher and time consuming to use some alternatives such as guide and counseling therefore they pointed out that corporal punishment was more appropriate method of removing unwanted behaviour. Kader (2000) also came out with the same view from his findings as he pointed out that corporal punishment is regarded as a quick and easy method whilst alternatives require a lot of patience. The idea of Kader concurs with the findings from the respondents. They also indicated that neglecting corporal punishment and make use of alternatives such as withdrawal from pleasure will take long for the child to realize her or his mistake.
- 2) The caliber of students that we have really needs a stick. The respondents trace back to homes and find out that even from home pupils are still disciplined using a stick. As supported by Shumba and Chemhuru (2003) the schools consists of the extension of what happens at home. Therefore the respondents argued that as they try to neglect corporal punishment indiscipline issues was increasing. Shumba and Chemhuru (2003) also postulated that there are some raring practices within homes which mandate parents to use corporal punishment therefore, a school as a recognizable social institution corporal punishment has been prescribed as an essential part of the pedagogues function.

The results from teachers, pupils and heads concerning whether the policy of abolishment of corporal punishment is adhered to indicate that teachers were ignoring the policy. The findings indicated that 75% of the pupils agree that teachers were still beating them meaning to say they were not adhering to the government policy. More- so 70% of teachers indicated that they use corporal punishment to create favorable climate for learning as they associate the banning of corporal punishment with disorder within the school environment. However the information contradicts with the findings from the interviewed heads who agreed that they were adhering to the policy.

From the findings, basing on the age group and teaching experiences of the respondents it indicated that most of the respondents were aged 40 years and above. This has link with the application of corporal punishment because there is a belief that those teachers who experience physical punishment during their childhood need to apply it on pupils because they believe that it has no harm. As indicated from the findings the teaching experience also has link with the application of punishment in that those who has many years teaching indicated that they used to attain good pass rates due to use of corporal punishment. Figure 4.6 indicated that most of the respondents' has 11 and above years working. The figure 4.5 indicates the results of respondent's qualification and a large number indicated that they had a non- teaching qualifications. This might be the cause of continual use of corporal punishment in schools because these teachers they are not familiarized with techniques and strategies to handle the class without using violence.

4.3 Challenges faced by school authorities in implementation of corporal punishment

The school authorities consist of the school heads and all administration members. The findings indicated that 50% of the respondents put across parents were being problems because the normally persist and persuade teachers to use corporal punishment of their children. In most cases parents refer themselves to their learning time where they used to be corporally punished. According to Shumba (2003) parents and teachers who were physically abused during their childhood are more supportive of corporal punishment and this implies that violence is transferred through generation. The results also indicated that they face challenge in abandoning corporal punishment as they want to boost their school pass rates and to shape pupils behaviour as they believe that they are leaders of tomorrow.

4.4 Effects of eliminating corporal punishment on discipline

Responses from teacher's questionnaires and interviews from school heads show that elimination of corporal punishment was giving birth to serious problem like lack of respect to teachers and that attitude is carried to home. The Zimbabwe's culture promotes respecting of the elders and it seems as if the abolishing of corporal punishment is eroding the Zimbabwe's culture. The cultural principle in Zimbabwe support that everyone enough to be your parent deserves to be respected and they also have the responsibility of disciplining any child if they consider the shown behaviour is bad Gershoff (2002). This issue of lack of respect was shown by 40% of the respondents from teachers.

The respondents from the school heads confirmed that they was increase in indiscipline problems and this point was raised by 2 heads and it constituted 50% and 30% teachers indicated that they will be increase in anti- social behavior. More-so 20% of the respondent reviewed that there was an increase in love affairs since pupils were assured that they will be not beaten. However the

teachers noted besides inflicting corporal punishment there was no other proper method to resolve raised problems. Therefore they regard corporal punishment as a necessary tool which enhances teaching and learning.

4.5 Measures that can be taken to ensure that the policy is observed

The findings reviewed that the government should educate the teachers how to use alternatives as a way of observing the government policy on the abolishment of corporal punishment. The teachers pointed out that the circulars circulate but they were not taught how to use it. As indicated in figure 4.9 it is essential for the government to educate the pupils so that their right will not be deprived and they will know the steps they might take if they physically abused by teachers. This might help to reduce the cases of applying corporal punishment to pupils because in some cases the teachers need to take advantage on pupils. The respondents noted that it was important for the government to raise some awareness campaigns so that everyone will be aware of the policy.

4.6 Summary of the chapter

This chapter focused on data presentation and analysis of the findings of the designed research questions. The findings were presented in form of graphs, tables and pie charts. The chapter fully explores what the researcher gathered concerning the implementation of corporal punishment in Mutare urban. The findings indicated that the government policy is violated in schools.

CHAPTER 5

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the arguments that the researcher has pursued from the initial first chapter of the project. The answers to the research questions were presented. The research findings allowed the conclusion to be drawn on the implementation of corporal punishment in secondary schools in Mutare urban. Therefore this chapter focused on the summary, conclusion and also highlights suggested recommendations.

5.2 Summary of the study

The research study was based on the proposed government policy on implementation of corporal punishment in Zimbabwe secondary schools. The researcher focused the study to Mutare urban where it was specifically for secondary schools.

From the chapter one there was a detailed background to the study where it gave an insight of what triggered the government to impose a policy against corporal punishment. It also indicated that the policy against corporal punishment was adopted in 1980s but its continual violation made it to be amended in 2004. Although it was allowed to be applied under certain rules there was evidence in courts of continual violation of the policy. The literature review indicated that corporal punishment was still popular in schools where different views were imposed from different scholars.

The research was carried out basing on the descriptive survey where the research instruments used were questionnaires and interviews. The data was presented and interpreted inform of figures and tables.

The findings indicated that the government policy on abolishing of corporal punishment in Mutare urban secondary schools was violated. The teachers indicated that they aware of the government policy but they were encountering some challenges in implementing the policy. Therefore it was on the core of the research questions to outline the challenges faced by school authorities in implementing the policy so that the solutions might be drawn to curb those challenges.

5.3 Conclusions of the study

~ The research findings concluded that the government policy on abolition of corporal punishment was violated in Mutare secondary schools.

~ The findings concluded that corporal punishment was the most used method of disciplining the pupils since the teachers believed that it was more effective, easy to administer and immediate way to discipline pupils and it was indicated that pupils were subjected to it for almost all the time they misbehave.

~ The findings concluded that corporal punishment had negative effects on pupils learning.

~ The findings concluded that teachers were against the policy of abolishment of corporal punishment because they believed that the caliber of students they have come from the

backgrounds where corporal punishment is dominant so they pointed out that it was difficult to spare it.

~ Teachers also concluded that they were aware of the policy but they do not have knowledge of how best they will use the alternatives with the big classes they have i e 40 – 60 pupils.

~ The school authorities pointed out that they face pressure from parents who pursued them to use corporal punishment on their children.

5.4 Recommendations

Basing on the research findings, the study made the following recommendations:

~ There is need for training of teachers and heads by the permanent secretary on disciplining method which is welcoming and which is more appropriate to substitute corporal punishment so that the policy will not violated.

~ There is need for raising public awareness by educational officers on the negative effects of corporal punishment so that every citizen of Zimbabwe will be aware of the policy to avoid its violation.

~ There is need for continuous monitoring and assessment from the school heads and Educational Officers on whether the imposed policy by the government on abolishment of corporal punishment is observed in schools.

~ There is need for the educational officers to involve teachers as active participants in coming up with such policies for effective implementation as they are the classroom practitioners.

~ There is need for the teachers, heads and Eos to held workshops on the non violent forms of discipline.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR PUPILS

I am a student at Midlands State University doing Bachelor of Education Honors Degree in Geography. I am doing a research on the study of government policy on the implementation of corporal punishment in Mutare Urban schools. May you fill the following questionnaire providing the best of your knowledge. Do not write your name on this sheet. Your response will be treated with confidentiality.

Responded personal details

a) Sex male female

b) Age group 13-15years 16- -18years

c) Level ZJC O level A level

1. What do you understand by the word corporal punishment?

2. Do your teachers apply corporal punishment on you? Yes No

3 How often do they use corporal punishment on you?

All the time seldom never

4 Why does your teacher apply corporal punishment on you?

5 What offences that attract corporal punishment from your teachers?

6 Are you aware of the government policy on corporal punishment?

7 a) Does corporal punishment affect your learning? Yes No

b) If yes specify how?

8 From your own opinions do you think teachers are adhering to the policy?

9 What is your attitude towards corporal punishment?

10 What do you think can be a substitute for corporal punishment so that discipline will continue to be there at school?

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

I am a student at Midlands State University doing Bachelor of Education Honors Degree in Geography. I am doing a research based on what extent is government policy of corporal punishment is observed in Gweru urban secondary schools. May you fill the following questionnaire providing the best of your knowledge. Your response will be treated with confidentiality.

Responded personal details

a) Sex male female

b) Age group 20-40 41+

c) Teacher Qualification

Trained Untrained Degree Masters

d) Position teacher senior teacher Head

e) Teaching experience 0- 5 years 5- 10 10+

1) Do teachers apply corporal punishment on children at your school?

Yes

No

2) How often is corporal punishment administered at your school?

3) Why do teachers use corporal punishment?

4) Are the teachers aware of the government policy in abolishing corporal punishment?

5) What are your perceptions over the abolishment of corporal punishment?

6) From your views is the policy adhered to?

Yes

No

7) What do you think are the effects of eliminating corporal punishment on discipline?

8) What do you think must be done to ensure that the government policy is observed?

APPENDIX 3: INTERVIEW GUIDE FOR HEADS

1. Do your teachers use corporal punishment?
2. Why do teachers apply corporal punishment on pupils?
3. Does corporal punishment affect learning? If yes explain how?
4. Are your teachers aware of the government policy on corporal punishment?
5. What problems do you face in observing the initiated policy of corporal punishment?
6. What do you think are the effects of eliminating corporal punishment on discipline?
7. What do you think can be done to ensure that the government policy is observed?
8. Do you think it is important for your staff members to adhere to the policy? Explain why?

INTRODUCTORY LETTER



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

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

**FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION**


TO WHOM IT MAY CONCERN

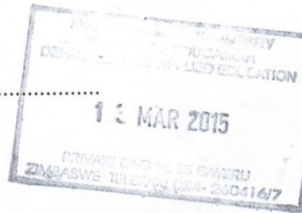
The bearer.....NHERERA FELICUS MISOBSC.....is a B.Ed/
MED/PGDE student at this University. She /he has to undertake research on the title;
A study of Government policy on the implementation
of corporal punishment in selected schools in
Mutare urban.
He/she is required to present a Research Project in partial fulfilment of the degree
programme.

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

Your co-operation and assistance is greatly appreciated.

Thank you

(R) 
Dr Chauraya M
(Chairperson - Applied Education)



SSM/em/07-02-14

PERMISSION LETTER

"communications should be addressed to
The Provincial Education Director Manicaland"
Telephone: 64216, 64279, 64280
Telegraphic address: "EDUCATION"
Fax: 60356
http://www.moesc.gov.zw



ZIMBABWE

Ref : C/377/1

Ministry of Education, Sport, Arts and Culture
Manicaland Provincial Office
Cabs Building, Cnr H. Chitepo
R. Mugabe Road
P.O. Box 146
Mutare

MINISTRY OF
EDUCATION
(PROFESSIONAL REGISTRATION)
Zimbabwe
27/03/15
MANICALAND
P.O. BOX 146, MUTARE

THE HEAD
ST. JOSEPH'S HIGH SCHOOL
MUTARE
30 MAR 2015
P.O. BOX 3059 PAULINGTON
MUTARE TEL: (020) 60228
ROMAN CATHOLIC DIOCESE OF MUTARE

SENIOR
SAKUBVA 2 HIGH SCHOOL
27 MAR 2015
P.O. BOX 3062, PAULINGTON
MUTARE TEL: 020-64000

Felistus Nthesera
Midlands State University
Private Bag 9055
Gweru

Re : REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN

PRIMARY/SECONDARY : NAME : Felistus Nthesera
COLLEGE/UNIVERSITY : Midlands State University

DIOCESE OF MUTARE
ST. MARY'S HIGH SCHOOL
MUTARE
30 MAR 2015
HEAD

The above matter refers.

Please be advised that the Provincial Education Director has granted you permission to carry out research in Primary/ Secondary schools on "A STUDY OF GOVERNMENT POLICY ON THE IMPLEMENTATION OF CORPORAL PUNISHMENT IN SELECTED SCHOOLS IN MUTARE URBAN"

F. Nthesera is advised to liaise with the District Office and Heads of targeted schools before embarking on the research.

Kanoerera C.
A/PROVINCIAL EDUCATION DIRECTOR MANICALAND

DEPUTY HEADMASTER
SAKUBVA 1 HIGH SCHOOL
26 MAR 2015
P.O. BOX 3059 PAULINGTON
MUTARE - TEL: 60455

MIN. OF PRY. & SEC. EDUCATION
EDUCATION OFFICER
MUTARE DISTRICT
27 MAR 2015
P. BAG 7755, MUTARE
ZIMBABWE TEL: 020-67457

The bearer has been granted permission to carry out research at Rushingo High Sch; St. Mary's High Sakubva I High and St. Joseph's High

Disciplinary Forms/emr
ZIMBABWE TEL: 020-67657
P. BAG 7755, MUTARE
27 MAR 2015
MUTARE DISTRICT
EDUCATION OFFICER
MIN. OF PRY. & SEC. EDUCATION

