

## Teacher Experiences of Disciplinary Measures in Tanzania Adventist Secondary School: A Case Study

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### Abstract

The debate whether to use caning or not as a form of disciplinary measures in Tanzania and many other parts of the world is still alive. Based on this premise this study undertook a case study approach in order to describe and explain patterns related to disciplinary measures; To identify relationships of learning and disciplinary measures; To assess the implementation of the national policy of disciplinary measures; To propose opportunities for change. The data was gathered through face to face interviews where six secondary school teachers were involved. Although the number of participants appear to be small, but this is where the strength of the study lies. It is because such a reality gave an opportunity to delve deeper on issues involved. The overall finding is that although human rights movements from all over the world are pushing for a complete eradication of caning in school setting; but it appears that Tanzania as a sovereign state is not ready. This is due to deeply embedded reasons related to efficiency, culture and religious aspects. The study climaxes by borrowing a Swahili phrase, "*samaki mkunje angali mbichi*," [bend the fish while fresh]. The expression means that you need mold child's behavior while still young. It needs to be known that the process of molding differs from one culture to another. Also it needs to be known that global culture must not be necessarily superior to local culture.

**Keywords:** corporal punishment, culture, human rights, case study

### 1. Introduction

It was in 1990 when I was studying in a certain secondary school around Lake Victoria, in Tanzania. It was during holiday time, and I had not left the school due to financial reasons. But at that time, there was a class that was to sit for Ordinary Level National Examinations that year. The class was requested in good faith to remain for half of the holiday in order to get more tutorials in preparation for the examination. This is a government school which was highly reputable in terms of academic performance. Nevertheless, the school's discipline administration has left unanswered questions for more than two decades now. It was on this particular day, the prospective candidates refused to eat because food was unpalatable. The reaction from the school administration was radical. I remember to have witnessed students being asked to pull down their pair of trousers ready to receive canes. I still remember vividly that one student received more than 18 whips! I wonder if the administration was aware on the national policy on corporal punishment then. I still wonder if the students knew the policy by then. Out of this disciplinary experience, everything from students concerns was thwarted. I do not remember if there was an amicable meeting to discuss the issues (Geldenhuis and Doubell 2011). Those images, I can say, have refused to erase in my mind. It is still disturbing to note that very little has changed in the last 2 decades. A recent study done in Tanzania by Feinstein and Mwahombela (2010), indicates that corporal punishment in form of sticks still exists by 69%, after interrogating 194 students. In the same study 39% of 254 teachers confessed this bitter reality.

This study which took a mixed approach concluded that:

"The majority of students and teachers were unaware of national laws to restrict corporal punishment. There was an agreement between students and teachers that corporal punishment was to be used for major and minor offences such as misbehavior and tardiness. Students reported disliking the practice and believed it was ineffective and resulted in emotional, as well as physical, distress."

The aim of this study is geared to follow up if experiences and perceptions of teachers have changed in the last 4 years. This study will use a qualitative approach as opposed to the mixed method. The study is also done in Arumeru District, Arusha, which is in the North East of Tanzania. The former study was conducted in Iringa which is part of the Southern Highlands of Tanzania. The choice for a different location is important so we may get a different information for comparison purposes. Moreover, the researcher is more familiar to the teachers of Tanzania Adventist Secondary School (hence from now TASS), hence simplifying the aspect of gathering in-depth data.

This qualitative research has the following fourfold aims: To describe and explain patterns related to disciplinary measures; To identify relationships of learning and disciplinary measures; To assess the implementation of the national policy of disciplinary measures; To propose opportunities for change. These aims have been translated into four research questions which are: What patterns of lead do disciplinary measures; what is the relationship

between student learning and disciplinary measures; what is the impact of national policy on disciplinary measures and what are opportunities for change (Bogdan & Biklen 2006:82, McMillan & Schumacher 2006:2-399).

## 2. Review of Related Studies

This section is a synthesis of a variety of studies ranging from quantitative, qualitative, mixed methods as well as non-interactive ones. The main aim is to situate the debate of camps for pro-corporal punishment and anti-corporal punishment and try to mediate the position that is employed for the study. The discussion begins with reasons that support the use of corporal punishment, and ends with reasons against the use of corporal punishment as a learning strategy. It must be admitted that there is a scarcity of academic sources that promotes the use of corporal punishments. These the studies enjoined here discuss the matter indirectly. Nevertheless there are countless pages written in the hearts of parents and teachers in favor of corporal punishment that is administered in a loving manner. These 'pages' are important and ought not to be ignored.

### 2.1 Cultural Reasons in favor of Corporal Punishment

There are plenty of evidences that indicate the culture of Africans in the continent and in the diaspora, supporting the use of corporal punishment despite the fact that we are living in a fast changing ultra-modern culture. For example an empirical study was done in Australia by Renzaho et.al (2010). In this study, migrant African families were found to be in crossroad whether to adopt the strict cultural parenting, which goes along with corporal punishment, or use a relaxed parenting style that has alternative approaches to discipline. Another study by Carla (1998) surveys extensively cultural interpretations of child discipline among African American Scholars. The findings reveal a consensus that an Afro-American child needs this firm approach to discipline is necessary in preparing African - American children to succeed in a society that has a history of being hostile, racist, and discriminatory. Concomitant to the above studies, as we come back to Africa, we realize that many countries have abolished corporal punishment, not only in school settings, but also in the penal systems. However, in Botswana things are different, the penal system endorses corporal punishment; teachers too believe that it is inherently embedded in their culture (Tafa, 2002, see also Archambault 2009). Things are no different in Tanzania where the study has been carried. Both parents and teachers justify their spanking by using proverbs such as, "*Mchelea mwana hulia yeye*" (He who fears the cry of the child shall cry himself/herself), this proverb literary means, spare the rod, spoil the child.

It must be clear that culture is constantly changing, and that whoever refuses change will be left behind. It is true that African culture endorses corporal punishment, but this study argues for moderation, seeing without it, less can be harvested.

### 2.2 Religious Reasons in Favor of Corporal Punishment

Tanzania community is largely made of Christians and Moslems. In all these religions spanking is allowed. So under this background, teachers find it very hard to comply with the Government policy that bans the use of corporal punishment. This standpoint is in harmony with a group of 40 Christian Schools in the United Kingdom, that filed a case to the European Court demanding for the return of corporal punishment in the context of a loving parental relationship. These schools have also claimed that it is part of Judeo-Christian heritage that has stood the test of time (Christian Century 1999; Wegner 2005; Murray-Swank et al 2006 and Ellison 1996). It is very true that religious sacred texts hold these truths. However, it is disturbing that some parents have abused this right by causing extreme injuries that sometimes have led to physical disability even death (Mweru 2010; Christianity Today 2012). This study contends that none should use sacred texts out of intended contexts.

### 2.3 Teachers' Frustrations as an Indirect reason for the use of Corporal Punishment

Tanzanian teachers are a cadre that works in difficult conditions as compared to other sectors. The Tanzania Human Rights Report (2012:117-118) endorses that the majority of government owned schools operate in devastating environment due to lack of dormitories, classrooms, pit latrines and teachers houses. The report enjoins that the deficit of Teachers' houses reaches 80%! This situation, the report adds, "Putts students in very a poor teaching and learning environment." Sometimes it is common to find a huge number of students sitting on the floor or sharing few desks. Under such situations the students are easily distracted hence causing misbehavior. The teachers too since they walk long distances to arrive at the school. Perhaps sometime they have waited for years without getting promotion, the easy option to counteract student misbehavior in a large class is corporal punishment. Such bitter realities are true also to the neighboring country of Kenya (Mweru 2010). This study argues that allowing the Head teacher to spank and denying the rest of the teachers to do so, will not work until the government will be committed to improve working conditions as well as the infrastructures (Festein and Mwahombela 2010; Rasimu 2, 2010). The discussion now shifts to reasons in favor of banning corporal punishment.

### 2.4 Evidence from Empirical Studies against Corporal Punishment

There is a myriad of empirical studies that indicate corporal punishment if administered frequently interferes

with learning (Whitehead 2006; Pokothoane 2011; Cherian 2011; Hanger 2009; Subbiah 2004; Feinstein and Mwachombela 2010). Unfortunately, most of these studies have been conducted outside Tanzania. So this study is an attempt to fill the gap. Nevertheless, in one of the few studies that were done in Tanzania and resonates closely to this study was done by Feinstein and Mwachombela (2010). As noted earlier, this study was done in Iringa, its conclusion ends by urging the government and all stakeholders to reduce corporal punishment and ultimately eliminate it. I contend with this study that eradication of corporal punishment is a utopian agenda. Because in the USA, it has been banned in schools, but it is still practiced unofficially (Feinstein & Mwachombela 2010). In the United Kingdom, corporal punishment has only been banned in schools but not in homes, yet a group of 40 schools have already filed a case to the European Court in rectification of the matter (Christian Century, 1999). In the neighboring country of Kenya as well as in South Africa, it has been banned, but is still being practiced by teachers (Feinstein and Mwachombela 2010:403). This study argues for a middle ground where corporal punishment ought to be administered in a loving manner.

#### *2.5 Child Rights are against Corporal Punishment*

According to the *Global Initiative to End Corporal Punishment of Children, Tanzania, Report* (2012), aims at full prohibition of corporal punishment beginning from homes, schools, penal systems, and alternative care settings. This report goes even against the article 13 of the Law of the Child Act in mainland Tanzania provides for “justifiable” correction; article 14 of the Children’s Act in Zanzibar confirms that parents may discipline their children providing it does not lead to injury. The report pushes the argument towards full elimination of corporal punishment whether it has a justifiable correction, or it may not lead to injury. It is very true that in the same study it is reported that empirical findings involving over 3,700 of 13-24 years old found that 73.5% of females and 71.7% of males had been slapped, pushed, punched, kicked, beaten up or attacked or threatened with a weapon such as a gun or knife by a relative, authority figure (including teachers), or intimate partner during their childhood. However, I want to contend that neither the parents nor teachers and the government are happy with these statistics. Moreover, none of the above groups endorses acts of violence. And these groups endorse corporal punishment for 2 key reasons i.e. justifiable reasons for learning and not causing injury. The corporal punishment, according to my view, should involve using a cane, but not physical battering as endorsed above. The problem with such movements is that they lack contextual flavor. Whether this document had local authors or not, the document has failed to bring into its argument a host of reasons in favor of corporal punishment as discussed above. It would have been well to revisit those reasons and then propose a standpoint. This study still argues for a middle ground in dealing with aspect of corporal punishment (Wizara ya Jamii Maendeleo na Watoto 2010).

#### *2.6 Children are Against Corporal Punishment*

A painful report in Kenya reveals that a certain student was beaten by teachers until he fell unconscious. When he was rushed to the hospital he died (UNESCO Courier 1999). The same report has these words in verbatim, “Some students said to us that they dropped out of school because of severe punishment by their teachers.” The study by Feinstein and Mwachombela (2010) has the following opening quotes from Tanzania students, ““I missed assembly” “I didn’t finish physics notes, he is so harsh, he’s a male, he does not like jokes, we were punished” “my heart goes fast, I am just afraid of sticks, I try not to make mistakes”, “last Monday, we didn’t collect the specimen during a biology class, I got four strokes, it hurt me in my heart. It was in front of friends” “we didn’t pass our exams, so most of the class was punished.” It is very true that when corporal punishment is applied in such extreme measure none of the students will accept its ‘corrective aspect.’ I therefore argue that none of the sacred texts endorse the above. Moreover, the government perceives the people who offer such misguided corrections as liable to either criminal or murder case charges (see also The New York Amsterdam News 1999; Geldenhuys and Hannelie Doubell 2011)

### **3. Methods**

#### *3.1 Design, Population and Sampling*

As stated earlier, the study has taken a qualitative design. Under this design there are many approaches such as Ethnographic, Phenomenologic, Grounded Theory, Critical Studies and Case Study (McMillan and Schumacher 2006:21). I have taken a case study approach since I deal with a phenomenon using an in-depth approach. In the study I investigate Teachers’ experiences on disciplinary measures upon students at Tanzania Adventist Secondary School. The disciplinary measures here will refer to caning because it is the most common method of punishing students in Tanzania. This single phenomenon is studied in depth so as to propose an extension of understanding as well as evaluating the current practice. I have used purposive sampling to choose the school because it represents a large group of private schools which are poorly operated and some have inadequate infrastructures. For example, the school under study has a deficit of teachers’ houses for over 90%. It has a temporary dining hall that is made of timber. It has a Student hall which is currently under construction, but it is used for meetings in the present condition. I therefore carry this as an assumption that disciplinary measures in

form of corporal punishment are administered beyond parents and government expectations. This school was established in 1997 and has the total number of student reaching 500. The number of teachers is 21. This school is located in Arumeru District, Arusha Region.

### 3.2 Data Gathering Instrument, Access and Ethical Considerations

The study used open ended interview questions to gather raw data. The interviews were face to face. The sessions were expected to last 15 to 20 minutes, but since qualitative studies employs flexibility, some sessions took up to 51 minutes. I gained entry in the field by contacting the headmaster; after explaining the purpose of the study I gave him the permission form from University of South Africa (UNISA). Then, I was given access to the field. During the data collection process, I asked the respondents to fill the consent form which had an option to allow them to withdraw from the process anytime. The consent form included information about confidentiality rights when research data is presented. It is interesting to note that all respondents were willing to fully participate in the study as well as appearing in the document. As the process of gathering data was continuing, I played the role of a participant researcher where, I was fully immersed in the moment. From time to time, I would use probing questions to follow up issues. The raw data was recorded in a computer and transcribed. The process of transcribing took 10 hours and yielded a huge amount of raw data which was later coded for identification of themes.

The study interviewed 6 teachers from June 16-18, 2013. The age range was between 18-44. These were, the discipline master, who was the focal point of the study. Another person was the academic master; this one offered perspectives on how disciplinary measures are related to academic performance. The Dining Hall Officer-in-charge, offered a perspective of discipline in meal occasions. All of these were males. In order to balance gender representations, the study included 3 female teachers, one was a former discipline mistress, another was a former matron and the last was the current assistant discipline mistress. In the representation of findings, the names are anonymous to protect their privacy. However their gender and years of experience in teaching have been used to identify their persona. Moreover, Tanzanian culture is largely patriarchal; it is common to see male students disrespecting female teachers. So the study was alert regarding this assumption, although later in the study it was discovered that gender of Teachers at TASS does not have a significant correlation.

### 3.4 Data Trustworthiness and Credibility

The data gathered can be trusted because it has verbatim accounts from respondents. The collector of information was a participant researcher who began by informal conversation before launching the actual process of data gathering. Also the data ought to be trusted because it was recorded accurately by a computer. It is the same researcher who transcribed, and analyzed it (Neuman, 2006:188).

### 3.5 Data Reduction in Three Phases

First the data was transcribed and encoded into 6 ms word files, each representing a respondent. Second, the data was compiled according to the four research questions and resulted into 4 ms word files. Third and last, the process that followed was to identify themes and sub-themes. Each research question had a single overriding theme which emerged from objectives. For example research question 1 had *patterns*; research question 2 had *relationship*, research question 3, had *policy* and research question 4 had *change*. Each of these themes had subthemes which are discussed later in the results section (McMillan & Schumacher 2006:365).

### 3.6 Limitation

Perhaps the major constraint in the study was interviewing a few numbers of respondents. For academics that belong in the quantitative design the numbers matter a lot. However, in qualitative studies what matters is a narrative content and the time spent with respondents (Neuman 2006). So although the number is minimal, I argue the information gathered and analyzed has insights which have evaluated the practice and contributed to the debate of disciplinary measures in Tanzania Education sector.

## 4. Findings

The findings are presented relative to the 4 overall objectives of the study: patterns, relationship, policy and change for future consideration.

### 4.1 Patterns

There were eight subthemes that emerged out of the first objective. The objectives sought to describe and explain the patterns related to disciplinary measures. These subthemes are; punishable behavior, non-punishable behavior, forms of punishment, reasons for caning, banishment of caning, code of conduct and narrative from real life. The data is presented as quotations of participants actual language from an evidence based inquiry. When teachers were asked what were the *punishable behaviors*; all respondents regardless of gender and work experience agreed that there are certain behaviors which are punishable. A youngest female respondent with 0-5 years of experience underlined:

Sneaking, misbehaving in the class, coming late in the class, fighting, may be chatting in the class or

sending sms in the class. But we normally begin with counseling first. There are some mistakes when a student does, I can wait, but for others I punish the student right away.

When the same question was changed to seek for *non-punishable behaviors*, the respondents had a hard time to answer this question, but after much probing the respondents argued what can be punishable, can be forgiven as well. It was established also before canning is done counseling takes places. Another female respondent with 11-20 years of experience commented:

We do not offer punishment for every mistake. The custom here is that we normally begin with counseling. If the students appear to repeat the same mistake, sometimes the teachers can use sticks

Another subtheme sought to discover the prevalent *forms of punishment*: the respondents indicated there are alternative punishments besides canning. It was interesting that teachers who have lesser experience appeared to be more strict. This suggests that it takes time for teachers to adjust. A male teacher with 6-10 years of experience said: "It could be a piece of work to be done, to slash, to make a flower bed, these are alternative punishments apart from canning."

Afterward the researcher wanted to know the *caning reasons*. In this question the respondents were divided, it appears all male teachers favored canning, while all females except one did not favor canning. The main reason for caning was on fastness, although reasons such as religion and culture were on the background. This finding is not reflected in the literature surveyed earlier. The 2<sup>nd</sup> male with 6-10 years of experience remarked: "It is so simple and it brings a quick attention. The bible also supports our actions by saying that you should not spare the rod to the child."

Next, the researcher wanted to know what would happen if there was *banishment of caning*. All teachers unanimously agreed that it is impossible to ban completely canning. It was surprising even those who do not approve the practice were against total eradication. There the idea for total eradication remains for a distant future. The youngest female teacher argued;

It is true that there are some human rights movements on the matter. However, it is very important to look on the contexts. It is not a matter of one size fits all. The problem of such organizations, they are simply generalizing all situations as the same.

Towards the end of research question one, the study wanted to know if there is a code of conduct to regulate and guide community behavior. The findings indicate a unanimous agreement across work experience and gender that there is a code of conduct. This has been very helpful in keeping high standards of discipline. To underline this fact, the youngest male teacher contended:

Yes we have this code, and the students have to sign every time before they go for holidays. We also endeavor to monitor the behavior of students by maintaining a phone list from their parents because we are all stakeholders.

In conclusion to this objective, the study wanted to discover if there is a narrative where discipline was used wrongly. All teachers agreed that canning which is not appropriate is appearing and suggested its negative aspects. Moreover they also agreed if canning is properly done, it can improve learning. The two narratives cited below confirm this:

When I was studying in primary school, my headmaster was very much against me. On the contrary the students loved me so much because I was academically able. Until today I do not know the reason for such hatred. One of his first strategies as he arrived at the school was to remove me from his office where I used to clean and arrange things, but the teachers asked me to work in their big office. I remember one day he gave us a quiz to write the names of political parties which brought independence. I wrote the answer almost perfectly but I could not finish one letter because the time was off. When he reached me, he bit me until I fell unconscious. When I awoke, I was bitten again. I will never forget that moment. Some years later he brought his two twins in a school where I was serving as a discipline mistress. He was shocked, but I did not want to raise the subject. So this is the reason I see corporal punishment is not the best approach especially if done wrongly done (2<sup>nd</sup> Female Teacher with 11-20 of Experience)

I believe it helps learning. For example, during the classroom setting, and If I discover the student is not cooperative I may sometime decide to punish by caning. According to my experience, this has helped. I remember to have taught a form two class, which had inherited a tradition of disrespecting subjects such as civics, since it was believed science subjects are more valuable. So this class was not putting effort on civics as I taught it. So I resolved to use sticks, the results were amazing. Another class came by, I did not use sticks but used alternative discipline, the results are discouraging very much. So if sticks are used appropriately, they can improve students' learning. So what I say, it has happened.

Therefore the *pattern* indicates that canning is still a highly visible factor in disciplining students of secondary school in Tanzania. The official statement of the Secretary of Education indicates that it has returned to stay (Mwananchi 2013). Also the trend of canning, appears to have not changed in the past four years since almost a

similar study was done in the southern regions of Tanzania. Although the regions are different, the results appear to be the same. The number of respondents is different, but the findings appear to be the same. The methodology is different, but the findings appear to be the same. It was also made clear that the number of years in the work place, correlates with the inclination to use sticks as a way of disciplining. Since teaching has both teachers with few and many years of experience, it is logical to argue that the use and non-use of sticks will always be expected.

#### *Relationship*

The relationship theme is the overriding code for the second research question. The major aim was to identify the relationships between learning and caning. After transcription and data reduction there were four themes which emerged namely; improvement of student learning, negative effects, teacher personality and poor learning environment. These subthemes are presented in the order of appearance.

When respondents were asked if caning can *improve student learning*, the findings varied, others said 'rarely' (Female with 0-5 years of experience), another one said, that it could improve student learning with a qualifier 'if used appropriately.' (Youngest female with 0-5 years of experience). But a male teacher with 6-10 years of experience contended that it was both positive and negative:

Canning has both sides (positive and negative). So If I talk on the positive side, it helps even lazy students to work hard, because if they don't do so, they risk canning. But on the negative side, canning may scare some students completely and do nothing.

Another question wanted to know more on the *negative effects* of caning; the responses were unanimous that if used wrongly, it could cause hostility, chronic misbehavior for students to enjoy the punishment etc. The 2nd male with 6-10 years of experience underscored: "The students may rebel. It breaks relationship between the teacher and the student. And once this relationship is broken, learning becomes very difficult."

Afterward the researcher wanted to know the relationship between caning and teachers' personality. The findings across gender indicated that teachers can also trigger punishment on the part of students. The female with 11-20 of experience is representative here:

Yes, it is true. You know students learn from teachers the way we appear. Once you enter into a class and are shabby, they will begin making fun of you. So teachers' personality is very important.

Lastly on the second objective, the study wanted to discover the relationship between poor learning environment and caning. The findings here were unexpected, earlier in the report it was observed that TASS is a representative of schools with poor infrastructure. It was observed that over 80% of teachers stay off campus and that it did not have a dining hall, but the findings indicated their environment is not a problem, but noted that it was a serious issue in government schools. This finding is consistent with LHRC (2012), which underscore infrastructure is a critical issue.

All in all overall findings across gender and work experience, indicate that there are both a positive and negative relationship between learning and disciplinary measures. It was also revealed that teachers' personality and poor learning environment may trigger unnecessary punishment on the part of students.

#### *Policy*

The third theme wanted to discover if the respondents were aware of the national policy, its applicability as well as recent history. Out of these, two subthemes emerged namely, policy applicability and policy history.

On the case of policy awareness and its applicability, the findings showed that respondents across their gender and work experience indicated to know it. But they did not follow it because of being not applicable. This is contrary to the study done by Feinstein & Mwahombela (2010), the reason would be attributed to the form of administration. It appears that TASS administration is good at disclosing important circulars. The following assertion underscores this fact: "Yes we have. But it is not a new version. It speaks how the teacher should administer sticks and the number of sticks (Male with 0-5 Years of Experience).

The last subtheme was on recent policy history. All respondents appeared to know it. The respondents were aware that between 2010 to 2013 the policy did not allow all teachers to administer canes, only the head of the school was allowed, but recently the government has given an official statement to revoke the former policy due to its perceived ineffectiveness. The youngest male teacher with 5-10 years of experience said, "We have an experience from the government. The government formerly stopped it and the behavior of students *went worse*." [Emphasis supplied]

In conclusion the assessment of national policy is known by many teachers. This policy allowed only the head of the school to administer four canes. But the reality at hand it has failed, as attested by its revocation (Mwananchi 2013). The teachers are violating it by administering canes. Moreover, before it was withdrawn, the performance was witnessed to decline. In the scripts students were writing vulgar statements, an aspect that had never happened at such alarming rate.

#### *Change*

The last objective wanted to discover the opportunities for change. Under this section, the respondents expected

by school administration to enhance teacher motivation; teachers to become role models of positive behavior; the government to review the curriculum by giving equal priority to religious subjects which are potential to behavior improvement; but most important of all, the respondents showed the need for being listened by the government (All Respondents)

## 5. Conclusions and Further Research

Since at the beginning of the study, I made it clear that I have been following up the study Feinstein and Mwahombela (2010), I conclude by saying nothing (if any) has literally changed in terms of teacher perspectives on caning. It appears this situation will still remain until a certain appropriate time. Moreover, the study climaxes by borrowing a Swahili phrase, “*samaki mkunje angali mbichi*,” [bend the fish while fresh]. This expression means that you need mold a child in behavior while still young. It needs to be known that the process of molding differs from one culture to another. Also it needs to be known that global culture must not be necessarily superior to local culture. When the Tanzania government decided to comply with global culture without enough research, the behavior of students went worse; this affected even the overall performance (United Republic of Tanzania 2010). We may never know the extent of damage for those students. So, I propose, caning ought to remain in Tanzania, but it must be done out of love and compassion. I also recommend for future research to look for a broader population sample. It may use a mixed methods approach because it offers the best from quantitative and qualitative paradigms. This study will explore a broader topic of teacher and student experience in relation to disciplinary measures at a national wide level.

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## 7. Appendix: Interview Questions

### 1. *What patterns lead do disciplinary measures?*

- a. What behaviors are acceptable for a teacher to discipline a student?
- b. What negative behavior may not call corporal punishment?
- c. What other forms of discipline besides corporal punishment is prevalent? Give reasons for your answer.
- d. What are the underlying reasons in favor of corporal punishment (cultural, religious, teacher frustrations). Are they workable?
- e. What are the underlying reasons for complete eradication of corporal punishment (Empirical studies, human rights, and learner's abhorrence)? Are they workable?
- f. Does your school have a particular code of conduct binding to the all the school community? If so, is it available to teachers and students as pen and paper
- g. Do you have a story where corporal punishment was wrongly given to a student? Briefly relate that story.

### 2. *What is the relationship between student learning and disciplinary measures?*

- a. In your view, has corporal punishment improved student learning. Give examples.
- b. In your view, discuss the negative effects of corporal punishment in relation to learning. Give examples.
- c. In your view, can a poor learning environment trigger corporal punishment? Give examples.
- d. Can teacher personality trigger misbehavior in a learning environment? Give a local example.

### 3. *What is the impact of national policy on disciplinary measures?*

- a. Are you aware of the national policy on disciplinary measure? If so, what is your opinion about it? If not why is it so?
- b. Do you think it is fully implemented in your school? If yes give reasons; if not give reasons too.

### 4. *What are the opportunities for change?*

- a. In what ways can we ensure that teacher frustrations do not lead to unfair punishment?
- b. In what ways can we ensure that cultural reasons do not lead to unfair punishment?
- c. In what ways can imported culture be checked so that African culture may not be termed as violent?
- d. Do you know any Swahili idioms that support your standpoint?
- e. What would be the alternative ways (but helpful) for negative student behavior?
- f. In what ways can teachers be models of positive behavior?
- g. What should be done in the official curriculum to enhance learner behavior?



**Notes**

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