

Corporal Punishment in Tanzania Primary Schools: Pupils' Perceptions on its Influence in Enhancing Discipline

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Abstract: *This study determined pupils' perceptions on corporal punishment (CP) in enhancing discipline in primary schools in Tanzania. It focused on pupils' perceptions on CP's influence on enhancing school learning; in shaping pupils' behaviours; and on enhancing pupils' confidence and self-control. The study used 120 respondents from five primary schools based in Kinondoni District in Dar es Salaam. Data was collected through questionnaire and interviews; and was analyzed quantitatively and qualitatively. This study indicates that the use of CP was common in the selected schools; it was mainly used as a mechanism of controlling pupils. The results showed that most respondents agreed that CP helped them to achieve their academic goals by enhance learning processes although none in the conversation described the connection between CP and learning processes or learning skills. Most respondents perceived CP: as creating positive learning environment in schools; reducing violence in schools; not effective in building confidence among pupils; as effective in shaping their behaviours in their respective societies; and as inducing self-control in different situations. Most of respondents interviewed had the opinion that use of CP in schools has influence on their social encounters and their future in the society.*

Key words: *Pupils' perceptions, corporal punishment (CP), discipline, and self-control*

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I. Introduction

In many aspects of human endeavor discipline is required for individual success or that of a group. Discipline is broadly defined as a training, which corrects, molds or perfects the mental faculties, or moral characters, obedience to authority or rules, and use of punishment to correct socially unacceptable behaviours [1]. The above description may be applied in different situations/professions. In education institutions, school discipline is defined as school policies and actions taken by school personnel to prevent students from unwanted behaviors, primarily focusing on school codes of conduct and security methods, suspension from school, corporal punishment, and teachers' methods of managing students' actions in class [2]. The main goals of school discipline are to ensure the safety of the staff and students; and have an environment conducive for learning [3]. Thus, school discipline is a mechanism for teachers, students and school officials to ensure smooth running of a school and maintaining of order in the classroom for effective teaching/learning. Lack of discipline in school is indicative of an environment that is not conducive for teaching and learning.

In most countries school discipline has an outline that gives clear institutional rules; strategies of promoting good school behaviour; strategies of managing unsuitable behaviour; and behaviour that are prohibited on school grounds [4]. Among aspects in school discipline include respect to each other, punctuality, honest in academics, builds trust and other acceptable behaviours. Unacceptable behaviours in school include cheating, use of inappropriate language, making noise in the classroom and fighting. Reinforcement and rewards are used to promote acceptable behaviour among students while the use of punishment is among the strategies to discourage/stop unacceptable behaviours. Among teachers and parents in Tanzania there is a common belief that learners' discipline is essential for effective teaching and learning [5]. Also they observed a variety of challenges and dimensions of learners' discipline engulfed in classroom and school discipline discourses of rewards and punishment.

Teachers in Tanzanian primary schools use a variety of punishments in addressing unacceptable behaviours among students. Corporal punishment (CP) is among several types of disciplinary actions taken to develop or maintain discipline in schools [6]. Corporal punishment (CP) is lawful in schools in Tanzania mainland under the National Corporal Punishment Regulations of 1979 and article 60 of the National Education Act of 1978. It is also worth noting that generally CP is also lawful in the home in both Tanzania Mainland and Zanzibar [7]). Thus, CP is legally acceptable in Tanzanian society as a mechanism in matters related to discipline. The Government Guidelines of 2000 has stated that only the heads of schools are allowed to administer this punishment; a number of strokes allowed range from four to six; and there are penalties for

ordinary teachers who flout these regulations i.e. using CP [8]. Other National regulations point out that strikes should be applied on student's hands or on normally clothed buttock and that female students should only receive CP from a female teacher [9]. The Minister of Community Development, Gender and Children gave directives stating that parents of improperly administered CP victims should take up the matter with school officials [10]. These regulations imply acknowledgement that CP is a severe punishment that its use is purposively restricted.

Despite the policy, teachers have been regularly reported to administer CP at recurring intervals in a vast number of government primary schools [11], [12], [13]). It is documented that CP is a common practice in Tanzania schools as a means of enhancing discipline [14]). There are indications that CP is the way to make pupils have good manners [15]; some teachers in Tanzania are of the view that without using CP discipline in schools could never been maintained [16]. Teachers justify the use of CP by referring to the saying "spare the rod spoil the child" and the then Deputy Minister of Education and Vocational Training (a professional teacher) encouraged CP by publically linking the absence of CP in some schools with the decline of discipline in schools [9]. Thus there is a perception among teachers that students would neither respect teachers nor develop the discipline to work hard unless they were beaten or threatened to being beaten; and some teachers have the belief that without CP their power as educators would be taken away. Also corporal punishment was seen as quick and easy to administer, while other methods required time, patience and skills, which educators often lacked. The above studies implicitly show corporal punishment restores the culture of learning in schools and that in absence of it (CP) children would repeat misconducts. Thus, CP is seen as the sign of authority of teachers in schools in Tanzania.

In some cases especially when used inappropriately, CP causes harm to the subjects, including implicitly modeling and teaching that violence is an effective approach to solving problems [17]. In Ruvuma region, a teacher was reported to police for having caused serious injury to a student through CP [18]. That punishment included canning and beating that led the student to lose two legs.

Statement of the Problem

The background of this study has established that CP in Tanzania is legally allowed in primary schools but its use is supposed to be highly restricted. However, it has been observed that CP is a common feature in many primary schools, normally carried out by many teachers who, according to the regulations, are prohibited to use this particular punishment. Most teachers believe that the use of CP is a symbol of authority and an essential mechanism in maintaining discipline among students. Also some parents and political leaders support CP based on their beliefs that CP is essential for maintaining learning discipline in schools. Taking into consideration that these arguments on CP in Tanzania have been aired by adults, there is a need to determine students' perceptions on effectiveness CP in enhancing discipline in primary schools. Therefore, this study aimed to determine Kawe Ward pupils' perceptions on the use of corporal punishment in Tanzania primary schools. Specifically it was to determine pupils' perceptions on the usefulness of CP in enhancing discipline in primary schools and in learning; in shaping their behaviours; and in enhancing pupil's self-control.

Definitions of Key Concepts

Corporal punishment can be defined as causing physical pain deliberately to change behaviour that could be in the form of hitting, punching, spanking, slapping, and pinching using objects such as sticks, belts, and paddles [19]; [20]. In Tanzanian context the commonest type of CP primary schools is spanking by using stick. Discipline is the process of subordinating immediate wishes, desires, impulses and interests for the sake of more effective and dependable action [21] and helping a child reach required outcomes, set boundaries for behaviour, and practice self-control [22].

Perception refers to the process of forming impressions of people's traits; objects and events and it also refers to the way we try to understand the world around us. It is essentially subjective in nature, as it is never an exact recording of the event or the situation [23]. In this study it is pupils' impressions on CP's influence on matters relating to discipline.

Self-control is defined as an aspect of inhibitory control, ability to regulate one's emotions, thoughts, and behaviour in face of temptations and impulses [24]. The pupils develop self-control through socialization process which includes experiences of being punished to conform to their respective societies.

The terms pupils and students have been used interchangeably in this study i.e. learners in primary and secondary schools in Tanzania.

Significance of the study

This study will fill the knowledge gap on pupils' perception on influence of CP on discipline. Make a comparison between research findings on effectiveness of CP and pupils' perceptions.

Be a source for further studies.

Conceptual Framework

This study is based on the assumption that discipline is universal requirement in all schools for effective classroom teaching/learning. The objectives of school discipline include facilitating an environment that is conducive to learning by prohibiting unacceptable behaviours, practicing self-control and confidence through the use of punishment. CP is used regularly in many primary schools in Tanzania. Thus, primary school students have some experience with this punishment and have formed perceptions on its influence on matters relating to discipline in schools and in their society in general.

Research Methodology

This section presents research design, area of the study, target population, sampling and sample size; sources of data, data collection instruments, measurement of variables and data analysis.

Research Approach and Design

This study used quantitative and qualitative approaches in gathering respondents' perceptions. Quantitative research explains the phenomena by collecting numerical data that are analyzed using mathematically based methods [25]. The approach enables researchers to gather objective information from many respondents for making generalization [26]. Thus quantitative was used to collect enough data needed to make generalization to the population. The qualitative approach was used when discussing with some respondents on their responses.

There are several types of research designs i.e. methods for gathering information about characteristics, actions, or opinions of a large group [27]. This study used a survey design to determine pupils' opinions or beliefs about the use of corporal punishment in relation to discipline in primary schools.

Population of the Study; Sampling procedures and Sample Size

The population of this study comprised of pupils in public primary schools in Kawe Ward in Kinondoni Municipality in Dar es Salaam. This ward has seven public primary schools with a total population of 5,996 pupils. Due to time limitation the researchers were unable to gather data from the whole population and thus they used a sample of the population. A sample is strategic and purposive category of respondents who provide information for the study [28].

The study purposively selected schools that had been observed to be using CP by the researchers, namely Mirambo, Kawe A, Kawe B, Tumaini, and Ukwamani. The Standard Six students in each school were selected as they had been in schools for long time and therefore had enough experience with matters relating to CP. In the respective schools only one stream was selected to avoid interrupting many pupils and teachers' activities. Random sampling was used to select streams and pupils in respective schools. This study used a sample of 120 respondents from five schools. Each school provided 24 respondents. Both girls and boys were equally randomly chosen from each class.

Data Collection Instruments

Data collection instruments are tools used to record the information from the respondents. A questionnaire was used to collect data and information from the respondents on the perceptions of primary school pupils on corporal punishment. The questionnaire is a set of questions that are drawn up to meet the objectives of the survey [29]. The questionnaire for this study determined pupils' perceptions on the usefulness of CP in enhancing their learning discipline in primary schools; pupils' perceptions on CP in shaping their behaviours; and pupils' perceptions on CP in enhancing pupil's self-control.

Most primary school students in Tanzania have very low competence in English language. So the research instrument was initially prepared in English and then for validity reasons it was translated and presented in Kiswahili, the language which is conversant to all of the targeted respondents. To remove ambiguities the English version was translated into Kiswahili by one expert and then the Kiswahili version was translated back into English by another expert. The above process guided the researcher to produce the final Kiswahili version used in the study.

The study also employed structured interview i.e. a two-person conversation initiated by a researcher for the purpose of obtaining relevant information that answers the research questions posed [30]. Respondents' opinions were important in either supporting or opposing what was indicated in the questionnaire. In this study few respondents namely two class monitors and two prefects participated in the interview in each school. The total of respondents interviewed was twenty. These respondents gave their opinions on matters pertaining to CP. The respondents answered the questions in Kiswahili.

Data Analysis

Data analysis is the process of examining what has been collected in a survey or in experiment and making deductions and inferences [31]. Quantitative data for this study was analyzed by using Statistical Package for Social Sciences (SPSS) produced tables with frequency and percentages for analysis and discussion. Qualitative approach was used to describe information that was obtained through interview.

Results, Presentation of Findings, Analysis and Discussion

Introduction

This section presents the results of the study, analysis and discussions the findings.

Profile of the Respondents

The general characteristic of the respondents of this study is presented below:

Table 1: Names of the Schools and Sex of the Respondents

Names of the schools	Boys	Girls	Number of Respondents	Percentage
Kawe A	12	12	24	20.0
Mirambo	12	12	24	20.0
Kawe B	12	12	24	20.0
Ukwamani	12	12	24	20.0
Tumaini	12	12	24	20.0
Total	60	60	120	100.0

Source: Field data 2015

Table 1 shows that the data was collected from 120 respondents in five schools, each contributing 24 respondents boys and girls were represented equally, i.e. 50% of each.

Application Corporal Punishment in Schools

The researchers wanted to determine if CP was applied in respective schools and the results are shown in Table 2 below.

Table 2: Application Corporal Punishment in Schools

Responses	Frequency	Percent
Strongly Agree	55	46.0
Agree	42	35.0
Undecided	3	2.0
Disagree	6	5.0
Strongly Disagree	14	12.0
Total	120	100.0

Source: Field Data

Table 2 indicates that 55(46%) of the respondents strongly agreed that CP was applied in their respective primary schools, 42 (35%) agreed that CP was applied in primary schools 3 (2%) were undecided. Fourteen respondents (12%) strongly disagreed that CP was used in primary schools, while 6 (5%) of the respondents disagreed that CP was applied in primary schools. Thus, 81% of the respondents agree that CP was applied in their respective schools. In each school most respondents strongly agreed or agreed that CP was commonly used in their respective schools while a few respondents disagreed.

Although the results of this study found that CP was common in the selected primary schools, some respondents disagreed that CP was used in their respective schools. The results conclude that the observations of the researchers are accurate in selecting these schools for this specific study. Also they concur with observations made by other studies in regard to common use of CP in Tanzania primary schools [9], [11], [12], [13].

During the interview, all twenty students said that CP was applied in their schools. One of the students said: "In our school...stick is applied. Once you make mistake including coming late to school you get beaten... You only get out of this if you are punctual or you are not caught...otherwise you get punished".

Other respondents reported that most teachers in their respective schools used CP, some teachers are restricted while some use CP more frequently even when a student makes a mistake during classroom teaching/learning processes.

Respondents' conversations revealed that CP was applied for a variety of reasons. It has been observed that some teachers and students agree that corporal punishment is used for both major and minor offenses such as misbehavior and tardiness (in order to maintain accepted discipline) [32]. This was also noted that in Tanzania CP was used for being late, not answering questions correctly, failing examinations/tests and not completing assignments [31].

Although the results means that CP is commonly used in the respective primary a few respondents denying the application of it at their schools. These few denied the application of CP at their schools for various reasons. The

researchers assume that they feared being noted by their teachers leading to be punished later on; and some might have wanted to keep a secret of their teachers in applying CP since they too are aware that teachers are prohibited from using it.

Use of Corporal Punishment to Enhance Learning and Discipline in School Environment
Perception on Corporal Punishment and Learning Process

The researchers wanted to know if respondents believed that CP helps in the learning processes. Table 3 below indicates the results.

Table 3: Corporal Punishment Enhancing Learning Processes

<i>Responses</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	62	52
Agree	38	32
Undecided	2	2
Disagree	9	7
Strongly disagree	9	7
Total	120	100.0

Source: Field Data

Table 3 illustrates that 62 (52%) and 38 (32%) of the respondents strongly agreed and agreed respectively that CP helped pupils in learning process. Nine respondents (7%) disagreed that CP helped pupils in learning process and the same number of respondents strongly disagreed. Two (2%) of the respondents remained undecided on this issue. Thus, 84% of the respondents agree or strongly agreed that CP enhance learning process. Only 14% had the opposite opinion.

It is worth noting that although most respondents agreed that CP enhance learning processes none in the conversation describe the connection between CP and learning processes or learning skills. Most of their conversation was directed at study habits.

During the interview, some respondents argued that CP helped students in learning process by saying that: "It helps us to perform well in our studies; some pupils need CP in order to do their work. If there is no CP some students won't do their academic because they are lazy".

Another respondent said:

"Sometimes CP helps ... when a pupil perform well the teacher becomes happy i.e. a happy teacher has no reason for using CP. Most teachers don't use CP based on their own desire but because they want us to study hard".

The researchers believe that respondents who agreed that CP enhance learning processes are inaccurate and their perception is at least based on misconceptions. Learning processes are cognitive functions that cannot directly be impacted by external forces e.g. CP or pain. It is a fallacy to portend that physical pain caused by CP can enhance/improve student's memory and/or thinking. Emotional state caused by CP can negatively interfere with learning process. A few respondents disagreed with this perception and through interview expressed concern that CP undermines their personal learning processes.

One of the respondents said that "CP helped nothing to learning instead it just hurt them. CP is not good as it makes a pupil to think about CP instead of learning. It makes some pupils not to come to school for fearing the beatings.

Corporal Punishment in Creating Effective Classroom Learning Environment

The study determined if respondents believed that CP created positive learning environment in primary schools. The results were as shown in Table 4 below.

Table 4: Corporal Punishment in Creating Positive Learning Environment

<i>Responses</i>	<i>Frequency</i>	<i>Percent</i>
Strongly Agree	65	54.0
Agree	29	24.0
Undecided	4	3.0
Disagree	9	7.0
Strongly Disagree	13	12.0
Total	120	100.0

Source: Field Data

The data in table 4 reveals that 65 (54%) of the respondents strongly agreed that CP created positive learning environment in their respective schools and 29 (24%) agreed. Thirteen respondents (12%) strongly disagreed that CP created positive learning environment and 9 (7%) respondents disagreed while 4 (3%) of the respondents were undecided on this issue. Thus, most respondents (78%) believe that CP create positive learning environment in schools.

During the interview, the majority of interviewees said that CP created positive learning environment as it suppresses misbehavior among students. Most of the interviewees said:

“There are some pupils who are not pleasant at all...they disturb others without any reasons...some of these pupils are very dangerous to others...without CP the schools/classrooms become the worst place to stay”.

A classroom has students of various behaviours that either facilitate learning or hinder learning. CP was mentioned as one of the effective mechanisms of prohibiting unruly students from causing disturbances in the classroom and as to safeguard innocent pupils who could be attacked by the misbehaving ones. The interviews conducted showed that most respondents accepted the use of CP to help them individually to reach their academic goals. The results show that most respondents perceived CP as enhancing classroom learning by creating positive learning environment in schools. They believe that without CP some students misbehave and undermine the objective of learning aimed by other pupils.

The results of the study means that most of the respondents perceive CP as contributing to the learning process while few perceive CP as hindering the learning process. There are several reasons for the respondents to believe that CP is helpful in enhancing learning. For example, some cultures in Tanzania believe that CP is one of the mechanisms of making pupils study hard. In the same token, just as this study has revealed, some teachers believe that CP has positive effect on students while others have the opposite view. In Korean EFL classrooms teachers acknowledge some of the negative effects, but most believe the benefits outweigh the negatives, which in turn lead them to perceive corporal punishment as beneficial in managing classrooms particularly with 40 or more students [33]. Likewise, it was found that corporal punishment has multidimensional impacts upon students' academic performance/career, psyche and personality development [34]. In Pakistan teachers resort to CP as a mechanism of motivating students for classroom learning although the study revealed that CP was significantly negatively correlated with student motivation and classroom learning [35]. Thus, in reality the above study reflects the experience of respondents who disagreed that CP has positive effect on classroom learning.

The results lead to researchers' conclusion that CP only succeeds when perceived as being applied properly i.e. the use of CP not aimed at terrorizing pupils but rather as a mechanism of propelling individual pupils to learn and creating positive learning environment in schools.

Pupils' Perceptions on CP in Shaping their Behaviours and Discipline in Primary Schools

Pupils' perceptions on CP in shaping their behaviours in primary schools were another specific object of this study. This object was examined through the following context:

Corporal Punishment in Reducing Violence in Schools

The question whether CP reduced violence among primary school pupils was answered by respondents as shown in Table 5 below.

Table 5: Corporal Punishment in reducing Violence in Schools

Responses	Frequency	Percent
Strongly agree	61	51.0
Agree	31	26.0
Undecided	9	7.0
Disagree	5	4.0
Strongly disagree	14	12.0
Total	120	100.0

Source: Field Data

Table 5 illustrates that 61 (51%) strongly agreed that CP reduced violence in primary schools and 31 (26%) respondents also agreed. Fourteen (12%) respondents strongly disagreed that CP reduced violence in primary schools; and other 5 (4%) of them disagreed and 9 (7%) of the respondents were undecided. Thus, most (77%) of the respondents agree that CP reduced violence in primary schools compared to 16% who disagree.

During the interview, most interviewees said that CP reduced violence in primary schools especially to violent pupils. One of the interviewees said:

“There are some pupils who are not pleasant at all...they disturb others without any reasons...These pupils are very dangerous to others...without CP schools become the worst place to stay...CP is an appropriate medicine to them”.

This perception is also held by teachers in Tanzania and supported by some studies. Some reports say that teachers in Tanzania are of the view that without using CP discipline in schools could never be maintained [16]. Likewise, there is a view that CP is a common practice in Tanzania schools as a means of enhancing discipline [14]. Also there is an assertion that teachers and pupils perceived corporal punishment as part of school ethos and culture that can make them behave well [15], and that teachers in Tanzania feel unprotected

while students will enjoy and feel free as CP will not be applied as a measure in disciplinary matters [36]. CP is seen as the sign of authority of teachers and mechanism of inculcating discipline among students in Tanzanian schools. Thus, we can conclude that CP is perceived as having some effect in shaping behaviour of pupils who might have aggressive tendencies and/or indulged in unacceptable behaviours in school grounds.

Corporal Punishment and Student Confidence

Table 6 below reveals the results of pupils' opinion on if CP helped in building confidence among primary schools students.

Table 6: Corporal Punishment in Building Confidence

Responses	Frequency	Percent
Strongly Agree	26	22.0
Agree	24	20.0
Undecided	13	11.0
Disagree	23	19.0
Strongly Disagree	34	28.0
Total	120	100.0

Source: Field data 2015

The data in Table 6 reveals that 34 (28%) respondents strongly disagreed that CP built confidence among pupils of primary schools, 23 (19%) disagreed. The Table also shows that while 26 (22%) of the respondents strongly agreed that CP built confidence among pupils of primary schools, 24 (20%) agreed. Thirteen respondents i.e. 11% of the respondents were undecided. Thus, more (47%) of the respondents disagree that CP built confidence among pupils of primary schools compared to 42% who agree that CP built confidence among pupils of primary schools.

During the interview, it was revealed that CP was not an important factor in confidence building. One of the interviewees said that:

“CP reduces confidence among us... some pupils fear to try to answer questions thinking that once they give wrong answers they get punished. Sometimes, few students fail to attend classes (lessons) of teachers who seem to be canning oriented”.

These results meant that CP has nothing with building confidence among pupils in primary schools. It reduced confidence among them and made them submissive, which is not good for their mental development.

The results also show that there is no strong evidence that respondents perceived that CP build confidence among pupils in primary schools. This meant that, to some extent, CP reduced confidence among pupils and made them submissive, which is not a positive aspect for their mental development. In Uganda it was pointed out that CP have negative effects on students' confidence and create fear and hesitation [37]. All these factors are hindrance to effective learning and lead to poor academic performance.

Students' Perception on Influence of CP on their Social Encounters

Pupils' Perceptions on CP in Enhancing Pupil's Self-control in the Society

Pupils' perception on CP in enhancing pupil's self-control in the society was another specific objective of this study. This was examined under the following context:

Corporal Punishment in Shaping Pupils Behaviour in Society

The researchers wanted to know if respondents believed that CP could shape pupils behaviour in their society. The results were as shown in the Table 7 below.

Table 7: Corporal Punishment in Shaping Pupils Behaviour in Society

Responses	Frequency	Percent
Strongly agree	65	54.0
Agree	30	25.0
Undecided	10	9.0
Disagree	6	5.0
Strongly disagree	9	7.0
Total	120	100.0

Source: Field data 2015

The data in Table 7 illustrates that 65 (54%) of the respondents strongly agreed that CP shaped the behaviour of pupils in their society and 30 (25%) of the respondents agreed. Nine respondents (10%) were undecided on the same issue while 9 (7%) of the respondents strongly disagreed and 6 (5%) disagreed. Thus, most (79%) of the respondents agree that CP shaped the behaviour of pupils in their society compared to 12% who disagree.

Corporal Punishment in inducing Individual Self-control

Table 8 shows respondents' view on if CP induced individual self-control in different acts.

Table 8: Corporal Punishment in inducing Individual Self-control in Different Situations

Responses	Frequency	Percent
Strongly agree	43	36.0
Agree	26	21.0
Undecided	12	10.0
Disagree	14	12.0
Strongly disagree	25	21.0
Total	120	100.0

Source: Field Data

Table 8 reveals that 43 (36%) of respondents strongly agreed that CP induced self-control in different situations and 26 (21%) agreed; 25 (21%) of the respondents strongly disagreed and 14 (12%) and disagreed. Twelve (10%) of the respondents were undecided on the same issue.

Self-control is defined as the ability to control ones impulses and reactions, and it is another name for self-discipline [38]. It puts one in control of his/her life, behaviour; and it improves relationships, develops patience and tolerance; and above all it is significant for attaining success and happiness. In the interview, the interviewees were divided. There were those who said that CP induced self-control in different acts and those who were against it. The majority of respondents agreed that CP to some extent induce self-control in some circumstance in the society. It was beyond the scope of this study to determine the respondents' definition of self-control and how does a punishment bring this positive condition.

Corporal Punishment in Preparing Pupils to be Good Citizen in the Future

The researchers wanted to know whether CP helped to prepare pupils to be good citizens in the future. The results were as shown below.

Table 9: Corporal Punishment in Preparing Pupils Good Citizens in the Future

Responses	Frequency	Percent
Strongly agree	55	46.0
Agree	26	21.0
Undecided	7	6.0
Disagree	14	12.0
Strongly disagree	18	15.0
Total	120	100.0

Source: Field Data

Table 9 indicates that 55 (46%) of the respondents strongly agreed that CP prepared pupils to be good citizens in the future and 26 (21%) agreed. Eighteen (15%) of the respondents strongly disagreed that CP prepared pupils to be good citizens in the future; 14 (12%) of them disagreed while 7 (6%) were undecided. Thus, many respondents (67%) believe that CP prepare pupils to be good citizens in the future while a quite a number (27%) disagreed.

Most of respondents interviewed had the opinion that the use of CP in schools has influence on their social encounters and their future in the society. One interviewee pointed out that

“Without CP...we could be doing anything because there is nothing to fear. But since it is there...you can't decide on your own what to do, otherwise the punishment will rain on your body” and another noted that “CP helps us to behave well especially when its implementation is effective. We always behave well in our society knowing that if we go contrary, the punishment is there”.

Another said “Even at home parents use CP to make us behave well and as a means of making us learn to work hard so that we have a good future.”

Others respondents said, “CP helps to prepare pupils to be good citizens in the future”.

CP is perceived to be important for students since it restricts them from always behaving on their own will i.e. they do things knowing exactly that they are within the society's norms. Also, as indicated in Table 9 respondents perceived CP as a mechanism of not only making them behave well in the society but also to become good citizens in the future. These results concur with most adults who strongly believe in the importance of physical punishment as part of the socialization process that stress cultural values that must be imbibed by all children in order to ensure they grow up into good adults [39]. It is worth bearing in mind people and organizations that advocate the abolishment CP in schools and at home. These results show that they have a battle in their hands since some respondents and their parents have the opinion that CP helps to shape students' behavior and to prepare them for a good future. Tanzanian society thinks that CP should continue to be practiced in schools since morals of the children is becoming low and threatening to forthcoming ideal society [15]. Research findings in Egypt demonstrate that corporal punishment in schools is highly correlated to family acceptance by practicing corporal punishment at home and tolerate teachers using it [40]. Some political leaders in Tanzania relate their current success to CP that was applied to them when they were in primary schools [9].

The study can conclude that most respondents just like other people in the society perceived the application of CP to have positive impact to pupils by making them behave well in their society.

However, it is worth noting observations that contradict above perception and may reflect the perceptions of respondents who disagreed. One interviewee noted that "CP may prepare youth who cannot move without being pushed". He implied that in absence of CP some people will not work in the future. Some researchers point out that CP makes a child to feel humiliated, often hides mistakes, tends to be angry and aggressive, and fails to develop self-control[41] and others asserts that CP psychological effects on the students include depression, lowering of self-esteem and causes pessimism [37].

II. Conclusion Of The Findings:

- The use of CP is common in some schools although it is supposed to be highly regulated.
- CP is viewed by most respondents and other members of society as an essential tool in maintaining school environment that is safe and conducive for teaching/learning.
- CP is perceived by many as that it may help pupils' control of their behaviours.
- Not many respondents had a perception that CP builds confidence.
- CP is perceived as an important tool that has a positive impact in ones future in the society.
- Many studies have indicated that the use CP is detrimental on pupils' behaviour however this study found that most respondents believe that it has some positive effects on the individual students.

III. Recommendations of the Study

Basing on the findings of this study, the study recommends the following to the government, teachers and to the society.

Recommendations to the Government

The government should make sure that the implementation of CP in primary schools adheres to the stipulated laws. This will make it effective and therefore have good results as intended by the nation. There is a need to make teachers develop and use alternative strategies that will replace the use of CP.

Recommendations to the Teachers

Teachers should adhere to CP stated regulations. The proper use of CP will make pupils feel responsible of what they have to do i.e. their acts can either give them positive or negative rewards.

Recommendations to the Society

The society must work very closely between their children and teachers so that wherever CP is applied it brings positive impact to the pupil concerned.

Direction for Future Research

This study was limited to pupils' perceptions on corporal punishment in enhancing discipline in primary schools in Kinondoni municipality. There is a need to conduct a similar study in other areas in Tanzania for comparison purposes.

Future studies can be conducted on the parents' perceptions on corporal punishment in enhancing discipline at home and in schools in Tanzania.

Other studies should identify other forms of punishment in schools in Tanzania and pupils' perception on their effects.

Conduct studies on effects of completely abolishing CP without having in place other mechanisms of enhancing discipline among pupils in Tanzania schools.

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