



Tanzania Education Policy on Discipline Management in Schools: Way Forward on Effective Implementation

¹Elkana Ntebi & ²Prof. Emmanuel D. Mbennah

¹St John's University of Tanzania, Dodoma

²Embassy of the United Republic of Tanzania, Harare, Zimbabwe

*Corresponding Author: juniortebi@gmail.com

Abstract: *The purpose of this study was to explore strategies that could be used in the implementation of the Tanzania Education Policy on Discipline Management in Tanzania schools. In carrying out this study, mixed research approach was applied. Sampling was done using convenient, systematic and simple random sampling. Questionnaire and interview tools were used for collection of data. Analysis of data was done using Statistical Package for the Social Science (SPSS) and Atlas.Ti. Key findings of the study were that students were not being involved in the implementation of the policy and not educated about the policy and the necessary implementation strategies; teachers had not been given adequate training on the policy; parents were not being regularly updated about the progress of their children in schools and their behavior; teachers violated the stipulations of the corporal punishment policy and such teachers were not being punished; and school staff were not being involved in improving students' behavior. It is recommended that government should be open to receive the support of various stakeholders so as to be able to scale-up a strong protection system that will enable ending the violence against children; the community in general and schools in particular should be empowered to be able to prevent all practices that jeopardize children's rights; effective strategies and regulatory framework should be developed with a view to ending practices and approaches that compromise positive behavior management in learners. It is also recommended that government should launch a plan of action which focuses on ending all violence and harmful practices against children.*

Keywords: *Corporal punishment, Discipline, Policy, Discipline management, Misbehavior, Misconduct, Education Act, Regulation, Implementation, Violence.*

How to cite this work (APA):

Ntebi, E. & Mbennah, E. D. (2021). Tanzania education policy on discipline management in schools: way forward on effective implementation. *Journal of Research in Innovation and Implications in Education*, 5(3), 53 – 63.

1. Introduction

It is apparent that parents and teachers play a big role in managing behaviors of children. With time spent at home and at school then it can be agreed that people who take care of students, whether teachers or parents, have many preferences for managing children's behavior. These preferences range from positive guidance, which aims at preventing misbehavior in the first place, to volatile methods that penalize misbehavior after it occurs. Unfortunately, some parents and teachers have been managing behaviors of students inappropriately through corporal punishment. Corporal punishment can be defined as the use of physical force with intention of causing pain,

but not injury, aiming at correcting or controlling a child's incorrect behavior (Pepa, Gomez-Tejedor, Pablo, and Rufino (2016). This method of managing behavior, which is admitted mostly as reactive rather than proactive, has been argued as ineffective insofar as management of behavior of children both at home and in schools is concerned.

There have been occurrences or incidences in Tanzania that caused harm to many students as a result of the application of corporal punishment. According to BBC Swahili blog news of the 30th August 2018, a fifth-grade student at Kibeta Primary School in Kagera Region died due to corporal punishment meted on her by her teachers. It was said that the death was caused by excessive

administration of corporal punishment by the teachers. Almost exactly one month after the Kagera incident, on the 28th September 2018, the *Daily News* published a story about an incidence of corporal punishment in which a student at a school in Mbeya Region was severely punished by a teacher trainee from one of the universities in Tanzania who was in block teaching practice at that school. The reported incidences of the application of corporal punishment of students, particularly by teachers, may be only a tip of the iceberg with regard to the use of corporal punishment as one of the most common remedies of child misbehavior in Tanzania.

The Corporal Punishment Regulation of 1979 Section 60 of the Education Act of 1978 legalizes the use of corporal punishment as a way of managing behavior of students and the problem of indiscipline in schools (Newell, 2011). However, despite the Amendment of the Act in 2000, which was made in order to enable oversight of the policy; the amendment did not remove the use of corporal punishment in managing students' behavior, therefore, the use of corporal punishment continued as a method of dealing with misbehavior and indiscipline in schools. With the continued legally supported use of corporal punishment, Tanzania established a policy to regulate corporal punishment in schools. The question at hand pertains to the extent to which the said policy is implemented effectively. The purpose of this paper is to explore the ways of implementing the policy effectively. The questions that guided the study were

- a) What strategies can be used to teachers, school staffs and students to influence the implementation of the corporal punishment legal policy in Tanzanian schools?
- b) How parents can be involved in ensuring effective and efficiency implementation of the corporal punishment legal policy by schools in Tanzania?
- c) Should sanction be applied to teachers who violate the corporal punishment legal policy in Tanzanian schools?

2. Literature Review

2.1 The Tanzanian Corporal Punishment Legal Policy

According to Torjan (2005), there are different ways to look at policy. In the case of Tanzania, the legal policy regarding corporal punishment in schools is housed under the substantive and administrative policy. As Torjan (2005) elaborates, the substantive and administrative policy is concerned with the making laws, plans and practices that govern the substantive aspects of

community work. Policy in this regard includes, income security, employment creativities, child care facilities and social exclusion. Corporal punishment is practiced in different places but with at least the same objective to accomplish. It is used as the penalty for committing misbehavior that has been disapproved or prohibited. The different places where corporal punishment is administered include homes, retention centers, and in schools (Gwando, 2012; Newell, 2011). Because, corporal punishment is administered in different places, there would be different regulations on how it should be administered in a particular setting. However, the context for this study is in schools.

Apparently, issues of behavior management of students in schools and corporal punishment in Tanzanian schools are issues of concern. In Tanzania Penal Institution, corporal punishment is lawful as a disciplinary measure. However, the Law of the Child Act 2009, prohibits "torture, or other cruel, inhuman punishment or degrading treatment" (Article. 13) but regulations under the Act permit Corporal Punishment. This implies, even suggests, a conflict between the law on corporal punishment and its respective regulations. This draws attention to the need of reviewing and possibly amending such laws and acts so that they should have the same statements (Newell, 2011).

Similarly, in 2012 a law on child protection at home was passed. The law stipulates the child's right to protection from "all forms of violence" when he or she is at home (Article. 4(1) and 52). But also, this law allows the use of corporal punishment "as a last option" (Article. 43) (8), implying that corporal punishment is permitted but is only to be used "as a last resort and in exceptional circumstances, and on condition that, (a) the decision to opt for corporal punishment has been arrived at after careful consideration of all the facts; (b) the use of the punishment is justified under the Education Corporal Punishment Regulations; (c) the child has been given the opportunity to challenge the disciplinary measure before it is administered; (d) a maximum of four strokes are administered; (e) the punishment is administered by the Manager; and (f) the punishment is documented in the Behavior Management Register." According to Article 44 of the Act in reference, with the exception of corporal punishment, physical force and restraints should not be used as punishment against the child (Newell, 2011).

The Law of the Child (Approved Schools) Rules 2011 also provides for corporal punishment in article 46, where it states that: "(7) Corporal Punishment is permitted, but shall be used only as a last resort and in exceptional circumstances, provided that: (a) the decision to resort to Corporal Punishment is arrived at after careful consideration of the facts; (b) all other available disciplinary measures have been considered and determined to be inadequate; (c) the use of Corporal

Punishment is justified". Thus, Tanzania has corporal punishment of school children and children in general and rules that define the scope and exclusions of the application of corporal punishment.

2.2 Why Corporal Punishment Legal Policy in Tanzanian schools?

Apparently, management of misbehavior and indiscipline matters in schools (especially to children) has attracted attention of many international organizations to call upon various rules that will protect children from all forms of torture, humiliation and exploitation that they may encounter at schools, caring centers or at home. As such, a number of international laws and treaties with respect to child safety, protection and welfare have been passed and ratified by many countries, including Tanzania.

In Europe, Article 3 of the European Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention), states that: "No one shall be subjected to torture or to inhuman or degrading treatment or punishment" (see Broatman *et al.*, 2008). With such a Convention, most of the European nations are adhering to, with abolition of Corporal Punishment in both private and public schools and the provision of such punishment to the student are taken to be the breaching of the agreement whereby lawful action are taken toward doers.

In Africa, for example in Namibia, Sudan, Zimbabwe and South Africa, regarding to the Africa Charter, there are laws on how corporal punishment is to be administered (Broatman *et al.*, 2008). As such, the application of corporal punishment in both public and private schools has attracted lawsuits in various Africa states that are state parties of the charter.

From the above literature it can be seen that the need and reason for having a policy on how to administer corporal punishment in schools emanate from the above-mentioned laws that are used with the main objective of making sure that the children are treated fairly (Broatman *et al.*, 2008) but also to ensure that children do not grow up with an inclination to violent behavior. Further, as efforts are made at global and national levels to end the humiliation and torture of children through corporal punishment, the need for such treaties, laws, policy and agreements is of immeasurable importance.

While important steps have been taken to advance the agenda for the protection of the rights of children in Tanzania as well as introduction of a legal framework to guide the process, studies and reports suggest that children are still largely unprotected against violence, exploitation,

neglect and abuse. Surprisingly, the very institutions and individuals who are responsible for protecting children, namely, teachers, the police, and close relatives are mentioned as among the perpetrators of violence against children and the exploitation of children (United Nations International Children's Education Fund, 2017).

The Decree of the Child Act, approved by the Tanzanian Parliament in November 2009 and the Children's Act, passed by Zanzibar Parliament in March 2011, are intended, among other things, to protect the basic rights of children. They both build the foundation for a child protection system that would encourage a variety of bodies that would prevent and respond to violence, abuse and exploitation of children (United Nations International Children's Education Fund, 2017). This implies that Tanzania is committed to ensuring that the basic rights of children are respected. Still, the challenge remains as to how government translates laws and policies effectively and uses them to deliver equitable and lasting positive results for children. Child protection matters overlap with the Sustainable Development Goals (SDGs) of the United Nations. If the question for behavior management will not be well addressed hopes for achieving the SDGs pertaining to social development in general and children development in particular will be slight. It can be proposed that the achievement of the SDGs will not be attained if children are not protected from all kinds of violence, exploitation, neglect and abuse. Thus, the need for the policy can also be observed to have external force from other bodies so as to enable those bodies to achieve their desired goals to a large extent (United Nations International Children's Education Fund, 2017).

2.3 Policy implementation

The concept of policy implementation pertains, ultimately, to the change intended by the policy or the introduction or adoption of the new pattern of life, hence policy implementation is change (Hanzi, Meschik and Sammer, 2002). One of the early studies on policy implementation includes Fullan (2007) in his study on the factors for failure in policy implementation is failure to make a distinction between theories of change, or what causes change, and theories of changing, that is, how to influence those causes of change. The claim are also supported by Hanzi, Meschik and Sammer, (2002) as they assert that in policy formulation process, implementation phase is the key problem.

However as stated earlier, policies are not static and subjected to change; therefore, it is important to point out that policy change goes, or ought to go, hand in hand with policy implementation. According to Mazmanian and Sabatier (1983; Hanzi, Meschik and Sammer, 2002), generally, implementation is "the carrying out of a basic

policy decision, usually incorporated in a decree but which can also take the form of important managerial orders or court decisions". A policy decision categorizes the problem(s) to be addressed, specifies the objective(s) to be achieved and assembles the implementation process (Sabatier and Mazmanian, 1980). Also, policy implementation incorporates actions by public and private individuals or groups of people that are formally focused and directed at the accomplishment of objectives which are agreed upon in policy decisions. This includes both one-time determinations to renovate decisions into operative positions and continuing efforts to attain the large and small variations delegated by policy decisions (Van Meter and Van Horn, 1975).

The significant aspects that can lead to the effective implementation of the policy have been suggested. Elmore (1978) suggests four main constituents for active implementation of the policy, namely, clearly specifying the tasks and objectives that accurately reflect the determined intention of policy; managing the activities and plans that assign responsibilities and presentation standards to subunits; spelling out the objective means of assessing subunit enactment; and putting in place a system of management controls and social sanctions sufficient to hold subordinates responsible for their enactment.

Success in implementing policy entails acquiescence with the decrees, directions and goals; attainment of precise achievement indicators; and enhancement in the political climate (Matland 1995, Hill and Hupe 2002). From this standpoint, it could be deduced that the assessment for the successful implementation of public policies can be done based on the decisions taken to trace political accountability for creativity; presence of strong project management or team dynamics and level of obligation revealed to policy inventiveness.

Besides this, any achievement of a policy would be subjected to and contingent upon two comprehensive factors, namely, native dimension and will. Enquiries of incentive and pledge (or will) reflect the implementer's valuation of the worth of a policy or the suitability of a policy. The two are inclined by factors mostly elsewhere the grasp of policy environmental constancy; competing significances or burdens and other features of socio-political setting as these could intensely impact an implementer's will. This stress on individual incentive and internally organized factors suggests that external policy features usually have inadequate effect on consequences, predominantly at the lower levels in the institution (Matland, 1995).

However, Sabatier and Mazmanian (1980) state that passing policies does not guarantee success on the ground unless policies are implemented well, which suggests that when it comes to policy management, implementation

dominates outcomes. The extent of the implementation will actually determine the degree to which the intended outcomes are realized and if the enactment of the policy fails the intended outcome will not be attained.

The challenge remains in relation to the factors or the indicators for the enactment because it is difficult to say which factor or condition facilitates policy implementation. The difficulty in determining the factors that can be applied to evaluate the enactment of the policy arises from various variables and it is much dependent on the political, economic and social context. In this vein, Payne (2008) observes that looking for general solutions only and not acknowledging the particular context can lead to incoherent implementation efforts. Therefore, no 'one-size-fits-all' policy exists.

However, this has not stopped some scholars from trying to come up with the most important factors for certain policy areas. For instance, according to Payne (2008), suggested that, effective enactment has been demonstrated in schools where there is consistency, firmness, peer support, training, and engagement. Effective structural transformation means that a small number of influential performers is cooperating to yield significant impression (Fullan, 2009). However, as Fullan (2000) points out that, even when the policy is effectively enacted, there is no assurance that success will last. In terms of the transformation procedure in schools, there has been resilient acceptance and implementation, but not resilient institutionalization.

Fullan (2000, 2007) further notes that both local school development (which engage teachers and pupils) and quality of surrounding infrastructure are key for lasting success. But examples of success in policy change (in schools) are still in the minority (Fullan, 2007). As a result, a number of conditions need to be satisfied to enhance the change of successful and sustainable implementation, though these conditions vary across systems. This adds to the difficulty of the whole process.

From the above review of literature, it can be deduced that implementation can be conceptualized as a process, output and outcome. It is a process of a series of decisions and actions directed towards putting a prior authoritative decision into effect. The essential characteristic of implementation process is the timely and satisfactory performance of certain necessary tasks related to the carrying out of the intent of the policy. Implementation can also be defined in terms of output or extent to which the goals of the program have been satisfied. Finally, at the highest level of abstraction, implementation outcome implies that there has been some measurable change in the larger problem that was addressed by the program, public law or judicial decisions (Lester, *et al.*, 1995).

3. Methodology

The study used mixed approach, the design for this study was descriptive design which applied questionnaire and interviews as tools to collect the data for the study. The data were collected from primary schools and from parents

living nearby schools visited. The study involved parents, teachers and students from primary schools, wherein 48 respondents were parents, 45 were teachers and 120 were students from the 10 primary schools, thus, the total number of respondents in the study was 213. The sample size was determined using Yamane formula of 1967. Wherein the total sample size for the study was 456.

$$n = \frac{N}{1 + N(e)^2}$$

Wherein; n=sample size

N=Population

e=confidence level (95%)

Standard deviation 5% (0.05)

$$n = \frac{456}{1 + 456(0.05)^2}$$

$$n = \frac{456}{2.14}$$

$$n=213$$

The choice of the sample was supported by the claim made by Invocavity (2014) study on corporal punishment in which she argued that the teachers, students and the community should be part of a study related to corporal punishment because these are the practitioners of corporal punishment. In any case, this sample size was deemed adequate for the study. Furthermore the selection of the sample to be used relied much on factors such as relevant of the sample chosen to the phenomena under study.

Convenient sampling was used to select the parents as their participation in this study depended much on their availability, and systematic sampling and random sampling were used to select the teachers and the students, respectively. These sampling techniques are usually considered adequate and, in addition, with simple random sampling bias is generally eliminated and the sampling error can be estimated. Data collection was done in respect of the study specific objectives using self-administered questionnaires and personal interviews. Whereby, the questionnaires were filled out by the discipline teachers of the schools, parents, and standard six and seven pupils, interviews were conducted with the head

teachers of the schools. The data collected were analyzed using Statistical Package for Social Science software for quantitative data, and for qualitative data, Atlas.Ti was used to code and analyze data collected during interview.

4. Results and Discussion

Implementation of policies is the key problem in policy process (Hanzi, Meschik and Sammer, 2002) therefore this study aimed at exploring the ways of implementing the corporal punishment legal policy effectively. The questions that guided the study were

- a) What strategies can be used to teachers, school staffs and students to influence the implementation of the corporal punishment legal policy in Tanzanian schools?
- b) How parents can be involved in ensuring effective and efficiency implementation of the

corporal punishment legal policy by schools in Tanzania?

- c) Should sanction be applied to teachers who violate the corporal punishment legal policy in Tanzanian schools?

4.1 Students need to be involved and educated about the policy and its implementation

In response to the question, *'should students be involved and educated about the policy and its implementation?'* as Figure 1 indicates, 60.3% of students strongly agreed that they need to be involved and taught about the policy and its implementation, while 27.3% agreed, which makes total of 87.6% of the students at least agree. While 7.7% of students disagree, 4.4% of the students were undecided. This shows that the vast majority of student respondents

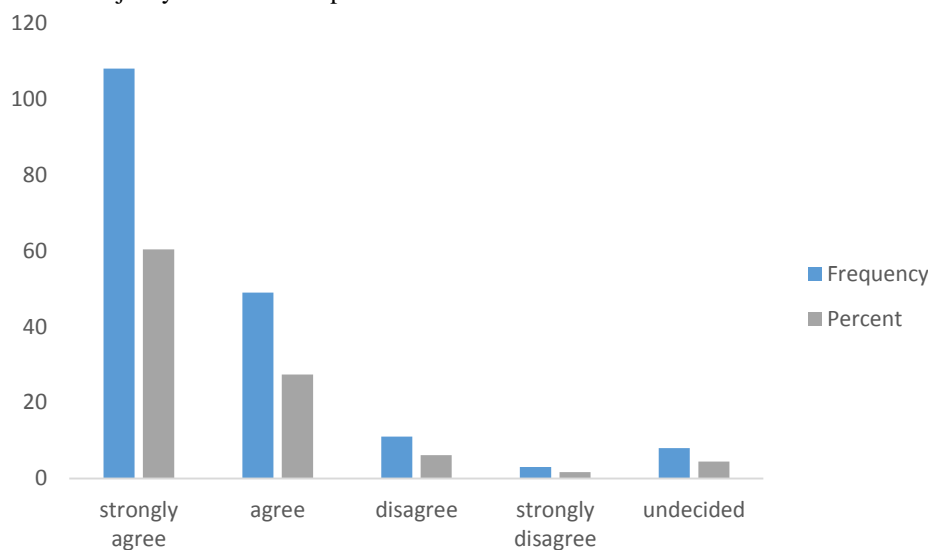


Figure 1: Opinion on Students need to be involved and educated about the policy and its implementation

4.2 Teachers should be given adequate training on how to implement the policy

Another key finding of the study was that teachers lacked adequate training and information regarding the implementation of the policy. Furthermore, it was found

expressed support for the involvement of students in the process of policy implementation, including educating them on it. This finding shows that 9 in every 10 student respondents supported the provision of education to and involvement of students in the process. Making the policy clear to the students would likely make the process of implementation easier and effective. This finding is line with the outcome of studies conducted by Fullan (2000; 2007), where it was also found that in order to succeed in policy implementing was a need for students to be involved in the implementation process. But Fullan asserted that other factors such as the teachers and the whole environment and school in general are to be incorporated. He pointed out that failure in implementing the policy is because the process is dominated by a minority (Fullan, 2007). As a result, a number of conditions need to be satisfied to enhance the change of successful and sustainable implementation, including involvement of students.

that most teachers were not aware of the alternative way that can be used to discipline students when they misbehave and, as a consequence, the teachers were finding it hard to spare corporal punishment and to implement the policy. It was also found that teachers did not believe that there was another effective way to maintain discipline and appropriate behavior of students besides corporal punishment. The results with regard to the training teachers in policy implementation are presented in Figure 2.

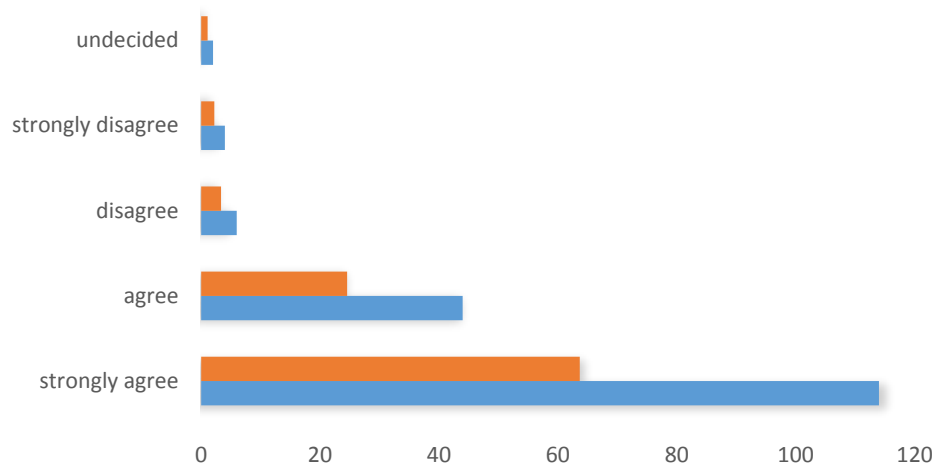


Figure 2: Opinion on Teachers should be given adequate training on how to implement the policy

As Figure 2 shows, the large majority (84%) of respondents agree with 64% of them agreeing strongly, that they need to be given adequate training on how to implement the policy. Only 10% disagreed or strongly disagreed and 6% of them were undecided. This result implies that respondents perceive the need for teachers to receive training that would guide them on implementing the policy. Furthermore, this result implies generally that if and when government establishes policy on discipline management for school students, teachers would need specific training regarding the policy. Hence, according to teachers, the policy will be implemented better if they will be given adequate training intended to equip them for implementing the policy. Fullan (2009) argues that for implementation of the policy to be effective and efficient, among other factors, the training and engagement of the teachers are essential.

From participants' responses, it was also found that the provision of the training would result in having similar

understanding across the country among teachers, which would in turn contribute to a common understanding and similar levels and ways of implementing the policy across the different parts of the country. These responses are similar to those obtained in a study by Wasef (2011) who found that the difference in policy implementation is caused by the way implementers understand and perceive the policy. However, their perceptions on the policy, according to Wasef depend much on how they were involved during the policy preparation.

4.3 Parents should be regularly informed about the children progress and behavior

Figure 3 presents the results on the views of the students and students on what role, if any, parents could play in ensuring that there is effective implementation of the policy.

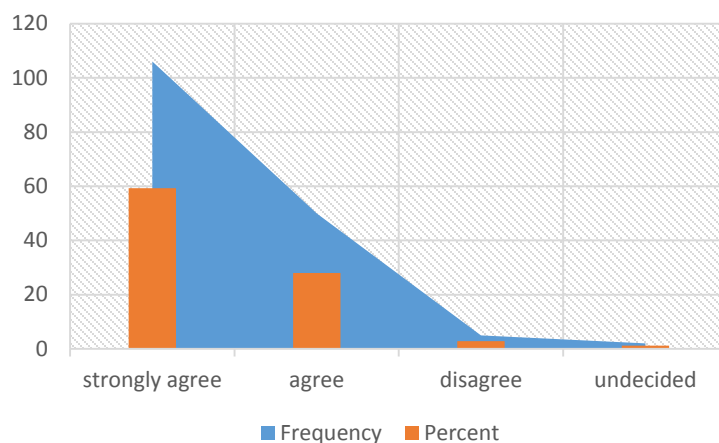


Figure3: Views of respondents on the need to inform parents about children progress and behavior

As Figure 3 shows, the vast majority (86%) of respondents agreed, nearly 60% of them agreeing strongly, that parents should be regularly informed on the progress of their children behavior and progress; only 2% disagreed and 12% were undecided. Thus nearly 9 in 10 affirmed, most of them strongly, this particular way of involving parents in the management of students' discipline. This implies the need to ensure existence of proper communication channels for the parents to be informed about what goes on with their children at school. The finding would also imply that parents need to maintain interest in knowing the development of their children at school. It is not clear whether this view of the majority in support of parental involvement in the discipline management of the student is indicative of a need to create a conducive environment for the schools and parents to in collaboration in this regard but that should not be ruled out. The involvement of parents in discipline management at schools may be necessary, also because it is possible, even likely, that some of the student behaviors of disciplinary nature arise from factors at the family or parental level. Therefore, by communicating well with parents, teachers would be able to find out the appropriate way of addressing misbehavior. Ultimately, the participation of parents in discipline management at schools could lead to the teachers following the policy in administering punishment.

The involvement of parents in school matters could include parents receiving conduct and academic progress reports of their children regularly. With such regular reports, the parents would be in a position to collaborate with teachers to address any behavioral misconduct of students both at school and at home. As Nokali, Bachman, and Votruba-Drzal (2010) found in their study of parents' involvement and social development of children, parents' involvement in children behavior management decreases misbehavior and indiscipline cases among children.

4.4 Teachers who violate the rules should be punished

The study found that some teachers are adhering to the policy procedures and guidelines for punishing students. However, it was found that most teachers were violating the procedures and guidelines. Findings show, 84% of respondents agreed, 5% disagreed and 11% were undecided on whether teachers who violate the procedures and guidelines of the policy on corporal punishment should be punished. Despite the opinion on punishing the teachers who are violating the rule, still there is low awareness among the parents on the guidelines that the teachers are required to follow in punishing students.

Furthermore, the parents' view on the use of corporal punishment is positive. This view could be based on cultural factors, since many parents would have been raised using corporal punishment, so they would not see why corporal punishment or any punishment for that matter is not to be administered on their children. Culturally, parents would not see why teachers should be reported to the authorities when they break the rule. As such, parents would likely consider it to be in order, even necessary, for teachers to administer corporal punishment on students for the students to perform well in their studies, to be disciplined and to respect the teachers.

This finding is in agreement with a 2017 United Nations International Children's Education Fund report on challenges that hinder child protection. The report shows that parents are not concerned with how children behavior is managed because they believe corporal punishment is the best way of dealing with misbehavior. Parents would appraise the teacher that will be seen to be strict to students and appreciate him or her as the teacher who cares about the success of children. As such, parents would not be keen to know the approaches used by the teacher in managing children behavior. The United Nations International Children's Education Fund report (2017)

recommends the creation of an environment that would enable the victim of violence and corporal punishment to report, so that the perpetrators of violence, such as school teachers, would be reported with the view that appropriate action against them is taken. An environment for reporting on teachers would require the government to establish effective reporting channels and make them known to the various stakeholders.

4.5 School staff should be involved in improving students' behavior

Schools are entities that also include many staff besides the teachers. Since the school is a community in which young lives and minds of the students are to be nurtured, it can be expected that all staff of the schools contribute positively to the nurturing process. This includes the non-teaching staff, who would be especially instrumental in nurturing student behavior out of the classes. In this study, the respondents were asked the extent to which they

agreed or disagreed that non-teaching staff are to be involved in the development of student behavior. Figure 5 shows the results from the responses. As Table 4.1 indicates, out of the 123 respondents, 84 (68.29%) agreed while 39 respondents (31.7%) disagreed. While only 9% of the respondents disagreed, 8% of them were undecided. These results imply that, there is a need of involving the school staff other than the teachers with regard to positive student behavior at school. The findings from this study are similar to the meta-analysis study conducted by Nokali, Bachman, and Votruba-Drzal, (2010). The study by Nokali *et al.* emphasized the involvement of all parties in enabling the effective oversight of behavior management of children. Similarly, Van Meter and Van Horn (1975) postulate that in order to have efficient and effective enactment and implementation of policy, it is important to involve all parties that are responsible for children protection from home setting to school setting. Payne (2008) recommends even involving peer support and training as essential in accomplishing the task.

Table 1: Parents' and teachers' view on whether school staff should be involved in the issue of policy implementation

SN	Variable	Frequency	Percent
1	Strongly agree	60	48.78
2	Agree	24	19.51
3	Disagree	20	16.26
4	Strongly disagree	19	15.44

5. Conclusion and Recommendations

5.1 Conclusions

Generally, the study supports the opinion on the need for strategies to enable effective implementation of corporal punishment legal policy in Tanzanian schools. The study revealed that there is a need and a willingness of teachers and students to find appropriate/alternative ways that can be applied to restore students' behavior other than corporal punishment.

The study revealed that teachers need to be involved and educated about the policy and how it should be implemented. Also, it seems that the students are not aware of the contents of the policy, including what teachers are supposed to do prior to administering corporal punishment to a student.

The study revealed that most of the school teachers lacked knowledge of alternative ways of behavior management other than severe corporal punishment. Therefore, there is a need to give teachers adequate training on how to implement the policy, as it appears from the study that teachers are not adequately trained on how the corporal punishment policy is to be implemented. The study

revealed that parents should be regularly informed about the development of their children's and behavior.

5.2 Recommendations

Based on the findings of the study, it is recommended that:

1. Government should be supported by non-governmental organizations and other practitioners to scale-up strong protection system that will enable ending violence against children in behavior management.
2. The community and schools need to be empowered and the focus should be enabling the whole community to prevent and be able to respond to all practices that jeopardize the rights of children, including the issue of corporate punishment as a strategy of behavioral management.
3. Government should ensure the development of strong strategies as well as a regulatory framework system that will address all practices that compromise positive behavior management of children.
4. Government should launch a plan of action to ensure the effective implementation of the

corporal punishment with a view to ending all violence and harmful practices against children.

5. Further research on Tanzania Education Policy on Discipline Management in Schools should be carried out with a large sample.

References

- Corporal punishment results in the death of a student in Tanzania (2018, August 30). *BBC News*. <https://www.bbc.com/swahili/habari-45362223>
- Broatman, L. M., Gouley, K. K., Huang, K., Rosenfelt, A., O'Neal, C., Klein, R., and Shrout, P. (2008). Preventive Intervention for Preschoolers at High Risk for Antisocial Behavior: Long-Term Effects on Child Physical Aggression and Parenting Practices. *Journal of Clinical Child and Adolescent Psychology*, 37 (2), 386-396.
- Authorities in Tanzania have ordered an Investigation into a video which appears to show a group of five teachers savagely beating a student (2018, October, 28). *Daily news*. <https://www.dailynews.co.tz/>
- Elmore, R. E. (1978). Organizational Models of Social Program Implementation, *Public Policy*, 26(2): 185-228.
- Fullan, M. (2000). *The three stories of education reform*. Phi Delta Kappa International.
- Fullan, M. (2007). *The new meaning of educational change*. Teacher's College Press.
- Fullan, M. (2009). Large-scale reform comes of age. *Journal of Educational Change*, 10 (2), 101-113.
- Gwando, H. P. (2017). *Pupils Perception on Corporal Punishment in Enhancing Discipline in Primary Schools in Tanzania Survey study of Primary Schools at Kawe Ward in Kinondoni* (Master's dissertation). Dar Es Salaam: OUT.
- Hanzi, S., Meschik, M., and Sammer, G. (2002). *Policy Formulation and implementation*. Institute of Transport Studies.
- Hill, M., and Hupe, P. (2002). *Implementing public policy*. London: Sage Publication.
- Invocavity, J. (2014). *The Effects of Corporal Punishment on Discipline among Students in Arusha Secondary Schools*. Unpublished thesis Master of Arts dissertation. Open university of Tanzania.
- McLaughlin, M. (1987). Learning from experience: lesson from policy implementation. *Journal of Educational Evaluation and Policy Analysis Summer* 9(2), 171-1.
- Matland, R. E. (1995). Synthesizing the Implementation Literature: The Ambiguity Conflict Model of Policy Implementation. *Journal of Public Administration Research and Theory*, 5(2), 145-174.
- Mazmanian, D. A., and Sabatier, P. A. (1983). *Implementation and Public Policy*. Glenview: Scott.
- Mbago, G. (August, 2018). New Student Death Puts Corporal Punishment Debate Back In Focus. *The Guardian*. <https://www.ippmedia.com/en/news/new-student-death-puts-corporal-punishment-debate-back-focus>.
- Newell, P. (2011). Briefing for the Human Rights Council Universal Periodic Review. Prohibiting and Eliminating Corporal Punishment: *A key health in addressing violence against children*. GIEATCP.
- Nokali, N., Bachman, H, J., and Votruba-Drzal, E. (2010). Parent Involvement and Children's Academic and Social Development in Elementary School; *Child Dev. National Institute of Health journal*, 81(3):988–1005.
- Payne, C. (2008). *So much reform, so little change: the persistence of failure in urban schools*. Cambridge: Harvard Education Press.
- Pepa, H.G., Gomez-Tejedor, B., Pablo, G. D., and Rufino, G. B. (2016). *Teach- don't hit- Awareness Campaign Against Corporal Punishment in Families*. Save the Children
- Sabatier, P., and Mazmanian, D. (1980). The implementation of public policy: a framework of analysis. *Policy Studies Journal*, 8(4), 538-560.
- Signe, L. (2017). Policy Implementation - A Synthesis of the study of policy implementation and the causes of policy failure. OCP policy center.
- United Nations International Children's Education Fund. (2017). *Child Protection; Progress, challenges and what we want to achieve*. <https://www.unicef.org/tanzania/reports/child-protection-fact-sheet>.

Van Meter, D. S., and Van Horn, C. E. (1975). The Policy Implementation Process. *A conceptual Framework, Administration and Society*, 6(4):445-487.

Wasef, N. H. (2011). *Corporal Punishment in Schools*: The American University.