



The Role of Media in Reducing the Use of Corporal Punishment in Dodoma Schools in Tanzania

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Abstract: Corporal punishment in schools has become one of escalating problematic global human rights issues. Nevertheless, the number of studies worldwide media had been reported to reduce corporal punishment in schools. However, in Tanzania, especially in Dodoma City, the contribution of media in reducing corporal punishment is not well known. This study was set to find out the role played by the media in the reduction of the use of corporal punishment in Dodoma secondary schools. The study explored teachers' and students' perceptions on various services offered through media regarding the reduction of corporal punishments in the City of Dodoma. It examined challenges that are contributing to the resistance in the reduction of corporal punishment in the City of Dodoma. The study was guided by the mixed approach, with the sample size of 99 respondents. The methods used for collecting data were interview, and questionnaire. The findings revealed that, 62% of the respondents affirmed that, the media had significantly contributed to reduction of corporal punishment in schools. The study concluded that, the distribution of message against corporal punishment was reported positively by 58% of the respondents. Among the most dominating challenges that constrain the reduction of corporal punishments as revealed by this study consist of society's culture, which was mentioned by 67% of the respondents, and the lack of educational awareness as perceived by 75% of the respondents. It is therefore recommended that education needs to be provided in order to raise awareness on the reduction of corporal punishment in schools.

Keywords: Corporal punishment, Media, Behavior Management, Culture and Perceptions.

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1. Introduction

The world today has improved in terms of communication and technology, which has been significantly contributed by the advancement of Information Technology (Asemah & Edegoh, 2012). Therefore, turning the entire world into a global village. It helps people to be better informed and enlightened all over the world (William, 2009). The world has rapidly changed by the evolution of technology, which has resulted in the use of social media to explore wider

areas of knowledge (Osharive, 2015). Millions of social networking sites have transformed the thought of global village into a reality, whereby billions of people communicate through social networking sites (Diamond & Morgenthaler, 2009). Different benefits have been obtained through distance communication and transfer of information through the use of social media.

It is reported that, social media has increased students' participation in schools activities, specifically by increasing their motivation in the learning process, through better environment that provide easy access to the learning

materials, ultimately increasing their academic performance (Bright et al, 2015; Junco, 2015). On the other hand, social media has also been found to decrease the concentration of some students in academic issues (Kaya & Bicen, 2016). Furthermore, despite the contribution of social media to changing students' behaviors on academic issues, it has also enlightened and changed students' behaviors, especially concerning the use of corporal punishments (Junco, 2015). Social media has shown how corporal punishment has been enacted in laws in different countries and its effects on students in schools (UNO, 2007). Furthermore, social media has also contributed to the campaigns that call for reduction and banning of corporal punishment in schools. Nevertheless, their contribution to this matter in Tanzania is not well known to many people and has not been widely documented.

The call for reduction and banning of corporal punishment in schools is an important issue that has widely spread all over the world, be it in developing or developed countries (Cicognani, 2004). Due to this, many countries are seriously contemplating how they can utilize in banning or reducing corporal punishment in schools (Kambuga, Manengo & Mbalamula, 2018). The banning of corporal punishment at schools and homes is worldwide referred to as the civilization process, where children are not referred to as an instrument that can change behaviors through subjecting them in the corporal punishments (Ndiku, 2016).

Globally, countries and other education institutions have been working hard to ensure that corporal punishment is banned or reduced (Heckler, Hermenau, Isele & Elbert, 2014). The United Nations has clearly stated that corporal punishment violates the Convention on the Rights of the Child (UNO, 2007). Currently, corporal punishment is legally prohibited in schools in 128 countries, but still allowed in 71 countries, which is equal to 35% of all countries globally (Global Initiatives, 2016). It is banned in all of Europe and most of the South America and East Asian countries. Three developed countries are outliers that continue to allow school corporal punishment: Australia, the Republic of South Korea, and the United States (Ndiku, 2016). In Australia, school corporal punishment is banned in 5 of its 8 states and territories, while in the United States it is banned from public schools in 31 of its 50 states (Global Initiative, 2016).

In Tanzania, corporal punishment has been referred as the most preferable behavior management strategy that has been used to shape behaviors of the child at home, as well as at schools (Kambuga, Manyengo & Mbalamula, 2018). Corporal punishments were preliminary entertained as the simplest method of dealing and shaping the behaviors of the children, which do not require much time to deal with

children who seem to display the behaviors that are not acceptable by the society (Kambuga, Manyengo & Mbalamula, 2018).

Corporal punishment is legal and lawful in Tanzania, like other countries, especially in public schools. It has been lawfully practiced since 1979, followed by corporal punishment regulation pursuant on article 60 of National Education Act 25 of 1979 and amended Act number 294 of 2002 (Hakielimu, 2011). The regulation states that, corporal punishment means punishment by striking a student on his hand or on his buttocks normally covered with clothes that one is wearing, with a light, flexible stick, but excludes striking a child with any other instrument or on any other part of the body (URT, 2002). Among the regulations states that, corporal punishment has to be administered and shall be recorded in a book kept for the purpose and such record shall state in each instance the name of the student, the offense or breach of discipline, the number of strokes and the name of the teacher who administered the punishment. All entries in this book shall be signed by the Head of School (Hakielimu, 2011; URT, 2002b).

Teachers in public schools in Tanzania fail to adhere to these regulations. Instead, corporal punishment is used without approval of the school heads (Kambuga, Manyengo & Mbalamula, 2018). Teachers misuse corporal punishment, thus, increase number of damages, including emotional, psychological, physical, behavioral and even death in some incidents. However, these entire incidences are all revealed to society. The question is "How do the incidents related to administering of Corporal Punishment are being revealed to the society?"

Recently, Tanzanian societies has witnessed various incidents incidence that caused harm to many students resulted from the application of Corporal Punishment. According to Tanzania Broadcasting Corporation news of 28th August 2018 at 08:00 pm, there was a student who was reported dead in a certain school in Kagera region. The death claimed to be caused by excessive administering of Corporal Punishment from the teachers (TBC, 2018). Apart from that, on 28th September 2018, the reporter from Daily News Newspaper addressed the incidence of Corporal Punishment where one of the students from a certain school in Mbeya Region was severely punished by one of the trainee teachers from one of the Universities in Tanzania (Daily News, 2018). Furthermore, on 29th March 2016, Global online Television, reported a scenario whereby two teachers from one of the schools in Katavi Region were badly injured by their students as revenge after they had excessively punished those students. Moreover, on Thursday of January 10th, 2017, Zanzibar Broadcasting Corporation (ZBC TV), reported an incident that happened

in Pemba Region, where a pupil was bitten to death by his teacher after failing Mathematics examination (ZBC, 2017).

Arguably, many undue scenarios related to the Corporal Punishments administered whether in schools or at home, seems to be revealed and known to the public through social media or mass media. Media are at their core human communication mechanisms, possessing characteristics of participation, openness, conversation, community, and connectedness. Media have been used along with other media to reveal to what extent Corporal Punishments have been administered, hence making members of the society aware of the incidents happening. Therefore, this study explored the role of media on reducing the use of Corporal Punishment in Tanzanian secondary schools.

2. Literature Review

2.1 Media

Media is that means that employs mobile and web-based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modify user-generated content (Kietzman, 2012). Kaplan and Haenlein (2010), defined media as a group of internet-based applications that build on the ideological and technological foundations of web and allow the creation and exchange of user-generated content. The Oxford dictionary (2011) also defined media as “websites and applications used for networking”. Another definition of media is that it is a “communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people, to share and discover content concerning individuals, brands, information, entertainment and knowhow” (Dearborn, 2014).

Kaplan and Haenlein (2010), classified media into six different categories as follows; Collaborative project (wikipedia), Blogs and micro blogs (twitter), Content communities (youtube), Social networking sites (FB, 2go, BB chat), Virtual game World (world of war craft) and Virtual second world (second life). This study mainly focused on assessing the investigated subject mainly through the following media coverage; Instagram, Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone Androids, radio, television and newspapers. This study is therefore ascertaining how the media have helped to reduce the use of corporal punishment in secondary school in Dodoma.

2.2 Context of Study

Punishment is a term used in operant conditioning to refer to any change that occurs after the behavior that reduces the likelihood that behavior will occur again in the future. Gershoff (2002) also said punishment is focused on reducing or eliminating unwanted behavior. Punishment always decreases the chances that a behavior will occur again. Cohen and Brook (1998) argued in reciprocal model that punishment is related to conduct or problems in the child, which in turn is related to further ineffective parental discipline. The reciprocal model is dynamic in nature and requires consideration of the likelihood that these effects may not be constant across the years from early childhood through late adolescence. Besides, developmental changes in adolescence also generate changes in the parent – child relationship.

Parental monitoring continues to diminish during adolescence as children assume more responsibility for the regulation of their own behavior (White, Pandina & LaGrange, 1987). Therefore, one might assume that punishment has a greater negative effect on younger than on older adolescents. Punishment achieves greater results when it is consistently applied. It can be difficult to administer a punishment every single time a certain behavior occurs. The exhibition of problem behavior in students is something that has become a major concern in recent years in schools across the country. However, this pressing matter has been around for years and many teachers have struggled to find the best way to deal with such matters.

Traditionally, schools have employed more punishment-based practices such as removal from classrooms, suspensions, expulsion, fines and sometimes corporal punishments. Maag (2001) says that the use of such practices may help make schools safer by removing those children that exhibit the most severe problem behaviors. However, these measures do little to impart skills in children to learn the appropriate ways on how to behave.

2.3 Theoretical Framework

The study is guided by Kelman’s Social Influence Theory (1958). Kelman believed that, an individual beliefs and actions or behavior are influenced by three processes which are compliance, identification and internalization. Social influences bring about changes in attitude and actions. The main agents to the influence of attitude, actions and behavior are social media that bring information (Hillman & Trier, 2013).

According to Kelman's (1958) Social Influence Theory holds that:

1. Compliance occurs when individuals accept influence and adopt the induced behavior to gain rewards or avoid punishments.
2. Identification happens when individuals adopt the induced behavior in order to create or maintain a desired and beneficial relationship to another person or a group.
3. Internalization occurs when individuals accept influence after perceiving the content of the induced behavior is rewarding in which the content indicates the opinions and actions of others. It is also stated that individuals adopt the induced behavior realizing that it is congruent with their value system.

Hillman and Trier (2010) reports that social influence theory is able to explain the process in online social networks. These social media contain data or information that influence the change of person behavior. Wang et al, (2010) reports that, social media has great influence on the change of behavior attitude and actions of a person. According to Lee, Shi, Cheung, Lim and Sia (2011) states that, social influence in social media can facilitate the change of behaviors in education business and other fields. This is because the viewers of information from these social media change attitude and beliefs due to information delivered.

3. Methodology

3.1 Research Design

William (2006) state that, a research design is a structure of the research, the "glue" that holds all of the elements in a research project together. It is a scheme or plan/outline that is used to generate answers to the research problem (Orodho, 2012). This study employed descriptive research design. Pelham and Blanton (2006) defines descriptive research as the design that involves gathering data that describe events and then organizes, tabulates, depicts and describes the data collected. It is also useful in describing characteristics of a phenomenon being studied (Williams, 2006).

The rationale of using descriptive research design in this study is that, it gives an opportunity to fuse both qualitative and quantitative data as to answer the research problem. Also, it offers an opportunity to the

researcher to look into every form of data that is possible as well as providing a number of answers to various aspects being studied because of having numerical element, the personal and observational element involved (Cresswell, 2014).

Therefore, descriptive research design was used to answer questions such as what is the role of media on reducing the use of corporal punishment in Dodoma secondary schools. In this paper, the targeted population consisted of secondary school teachers, students, education officers and head of schools from Dodoma City.

3.2 Data Collection Tools

3.2.1 Questionnaire

Questionnaire is a research instrument consisting of series of questions designed for the purpose of gathering information from the respondents (Omari, 2011). Questionnaires may involve both open ended and closed ended questions depending on the purpose determined by the researcher in collecting information. Structured questionnaires helped this study to obtain data from the large, sampled population. Questionnaires were administered to teachers and students to seek information from the field.

3.2.2 Interview

Kothari (2004) defines an interview as a schedule set of questions administered through verbal communication in the face-to-face relationship between researcher and the respondent. The interview was in form of oral questioning in collection of data because it enables this paper to explore how a respondent feels about a particular topic and draw more information on the discussed issue. The researcher interviewed DEOs and head of schools so as to collect their opinions. However, interview has several advantages as it allows collection of rich qualitative data; permits the informants the opportunity to express their ideas using their own words instead of having to fit their thoughts and understanding into fixed sets driven by this study.

3.3 Sampling and Samples

3.3.1 Location of the Study Area

Dodoma City is one of the seven administrative districts which make up Dodoma region. Others are Kondoa, Mpwapwa, Kongwa, Chamwino, Bahi and Chemba. The indigenous ethnic groups are the Gogo, Rangi, Sandawe, Nyaturu, Sukuma and other minority ethnics who engage

in agriculture, livestock keeping and commercial activities as the main economic activities. It covers an area of 2,669 square kilometers of which 625 Square kilometers are urbanized (URT, 2012).

The study was conducted in Dodoma city, the capital city of Tanzania, whereby the important national activities are conducted and large number of media are focusing in Dodoma City being the capital city of the country. Dodoma City has been chosen due to the fast-growing population resulting from the shift of the capital of Tanzania from Dar-es-Salaam to Dodoma, and so the number of people has increased, including secondary school students (URT, 2017). Likewise, it is a growing city which has seen an increasing number social media usage, whereby large number of people living in Dodoma utilize social media for entertainment, business, socializing and getting news etc.

3.3.2 Study Population

The study population refers to the entire group of people or objects to which the research results apply (William, 2006). It is the universe of units from which the sample is to be selected (Orodho, 2012). It is from the large population the targeted population is figured. In this study the targeted population consisted of secondary school teachers, students, education officers and head of schools from Dodoma City.

The reason for selecting those groups was to provide a variety of experiences concerning the role of media on reducing the use of corporal punishment in secondary

schools. The students are the ones most affected by corporal punishment, while teachers are the ones who are imposing corporal punishment to students. The district education officers are the policy implementers and administrators of schools in the districts and are the ones oversee the implementation of all by laws and laws enacted by the ministry of education. Therefore, by involving these groups, the researcher was able to gather data from different perspectives that facilitated the attainment of accurate answers relating to the problem under the study.

3.3.3 The Sample Size

Best and Kahn (2006), defines a sample as a small proportion of a population selected for observation and analysis, the characteristics of which can enable the researcher to make certain inferences about the population from which the sample is drawn. Drawing samples from a population is necessary because in many cases a complete coverage of the population is not possible due to resources constraints such as time and money. Therefore, sampling is conducted for the purpose of measuring the elements of population characteristics and drawing conclusions regarding the entire population (Miles & Huberman, 1994).

The sample of the study was drawn from Dodoma City secondary schools. Twelve (12) secondary schools out of 36 secondary schools were selected randomly for the study. The sample size in the study comprised ninety-nine (99) respondents. These included head teachers (12), teachers (24), students (60) and DEO (3). The sample was considered to be representative, since it consisted of more than one third (1/3) of the total population.

Table 1: Profile of Respondent and Respective Instruments

S/N	Respondents	Number of Respondents	Instruments
1	Head of Schools	12	Interview guides
2	DEOs	03	Interview guides
3	Teachers	24	Questionnaires
4	Students	60	Questionnaires
	Total	99	

3.4 Sampling Techniques

Best and Kahn (2006) defined a sample as a small proportion of a population selected for observation and analysis, the characteristics of which can be enable the researcher to make a certain inferences about the population from which the sample is drawn. They maintain that there is no sample size that is best, however, a good sample should be that which reflects an actual profile of population from which is drawn. Omari (2011) describes a sampling procedure as a way in which the researcher uses in selection of the people as respondents. The study used purposive and simple random sampling techniques.

3.4.1 Purposive Sampling Technique

Purposive sampling is a procedure in which a researcher selects a sample based on a certain purpose, whereas selected respondents are the representatives of the whole (Kothari, 2004). The researcher made use of purposive sampling since it has numerous advantages. According to Kothari (2004), purposive sampling technique helps to increase the helpfulness of findings. DEOs and head teachers were selected purposively. Head teachers were selected because they are the ones who handled day- to-day students' learning activities and are the main provider of corporal punishment to students. The teachers are familiar with the corporal punishment situation at school. DEOs were selected purposively because they are the policy implementers and overseers of the laws in education sectors.

3.4.2 Simple Random Sampling

Simple random sampling is a selection technique whereby every entry of the entire population has an equal chance of inclusion in the sample (Kothari, 2004). Teddie and Yu (2007) state that, random sampling is one of the selection techniques in which each unity in population has an equal chance of being included in the sample and probability of a unity being selected is not affected by selection of other units from accessible population. On the other hand in simple random sampling each unit included in the sample has equal chance of inclusion (Evans et al, 2000). In this study simple random sampling were used to select students from form one to form four. Likewise, teachers involved were also selected using simple random sampling. Each student and teacher from the secondary schools had equal chance of being selected. However even 12 secondary school were selected randomly from among 36 secondary schools found in Dodoma City.

3.5 Data analysis

Data analysis is a systematic application of statistical techniques to describe, summarize and compiling data from those who provide answers to the research questions

(Kothari, 2004). Data analysis is a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, suggesting conclusions and supporting decision making (Lewis & Michael, 1995). It is the process for obtaining raw data and converting it into information that is useful for decision making by the users.

In this study qualitative data was obtained through interviews and were analyzed through content analysis. Content analysis involves reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meaning (Patton, 2002). Carney (2002) asserts that, content analysis is a procedure for the categorization of verbal or behavioral data for the purposes of classification, summarization and tabulation. It is a research method for subjective interpretation and tabulation. It is the research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Patton, 2002).

The following steps were used in analyzing qualitative data. Transcription and translation of the raw data collected from the interview were done first. All interview responses were recorded notes and taken as well as audios during the interview. Coding of data, this involved tagging of important key concepts like content that answers the research question and the relevant information that showed similarity or difference in all schools involved in the study. Categorization of coded data: this was conducted during interpretation of the data to see the discrepancies and similarities that existed and their relevance in relation to answering the research questions. The main point was to figure out possible categories and themes which are known as open coding (Patton, 2002). Editing the data will be analyzed to find grammatical and verbal errors. Presentation and discussion of the data in writing up the report. All the findings were presented thematically based on the specific objectives of the study and subthemes that emerged. These themes were formed as result of additional information that were given by the respondents in relation to the research questions.

Quantitative data was collected through questionnaires; data collected such as demographic characteristics of the respondents and various responses were analyzed through descriptive statistics. Frequencies and percentages were calculated through Statistical Packages For Social Science (SPSS) software (version 21) to show responses on various questions formulated from specific objectives of this study.

4. Results and Discussion

4.1 Education background of Respondents

The study involved four main categories of the respondents: heads of schools, district education officers,

teachers and students. It was thought that, understanding the respondents' education background was very crucial, since it contributes much on making sure that, the people sampled to provide information for this study are conversant enough on providing accurate information regarding the role of media on reducing the use of corporal punishments in schools. The results are summarised in Figure 1.

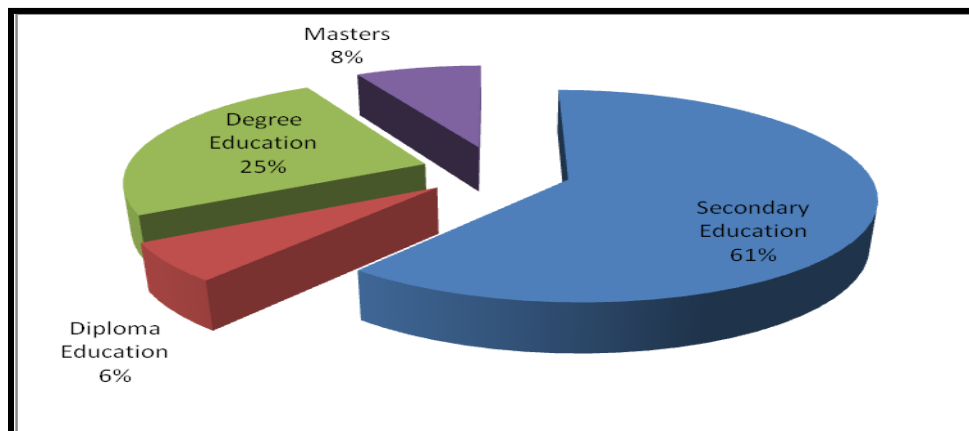


Figure 1: Education level of Respondents

The data analysis revealed that, out of 99 respondents, 61% of the respondents had secondary school education and these were students only, while 06% possessed diploma level of education. In addition, about 25% of the respondents possessed degree level of education, and only 08% of the respondents had master's degree level of

education. The level of education of the respondents was assessed because of its importance in the understanding of the role of media on reducing the use of corporal punishment in schools. This implies that, a large number of teachers hold a degree and are at the level of being leaders, hence be able to contribute to decision making (Mtahabwa, 2001).

Further, the level of education is the determinant of occupying white-collar jobs and the determinant for decision making in an organization, and the level of education is expected to bring changes in the extent of reduction of the corporal punishment at the country and school level (Neuman, 2006). This is reflected in the findings of this study where it was shown that, for most respondents involved the higher the education they attained the higher the awareness on the impacts of corporal punishment and hence the need for their reduction, as evidenced among teachers and DEOs. Furthermore, the teachers holding masters' degree demonstrated high capacity for relating corporal punishment and its psychological effects on students. This shows that, the higher the level of education one attains the higher the exposure to information concerning corporal punishment.

4.2 Social media and reduction of corporal punishment

The respondents were asked if the media has any contribution in the reduction of corporal punishment in secondary schools in the study area. The findings revealed that, 62% of the respondents affirmed that media had contributed to the reduction of the corporal punishment in secondary schools, while about 38% of the respondents held the opinion that media have not contributed to the reduction of corporal punishment.

Based on the findings obtained, it implies that, more than half of the respondents hold strong conviction that, the media have played significant role on reducing the use of corporal punishment in secondary school. Several cases that have been reported by the media concerning corporal punishment administered in various schools, has been

playing significant role in the reduction of such punishments in the secondary schools located in the study area. Such coverages have raised the public awareness on the severity of such punishments and its impact among teachers. Meanwhile, it has sensitized teachers to improvise their administration of such punishments and eagerness to learn more about the laws on corporal punishment (Mtahabwa, 2001). Media have been reporting even the discussions taking place in the parliament, and conclusion reached, which helps the general public, teachers, and administrators to gain insight on the issues of corporal punishment (ITV, Jan 31st, 2019).

Moreover, the members of the parliament in Tanzania through media have advocated the reduction of corporal punishment in the schools (Mtahabwa, 2001). This reaction has increased the tension among teachers, ultimately restricting themselves to a large extent from using corporal punishments. A section of influential members of the parliament declared their stand, which was broadcasted in the media that despite the country's laws allowing the use of corporal punishment, yet if a teacher wounds a student, that teacher will stand in the court of law on his own and even losing the job (Ayotv, Jan, 31st 2019).

Furthermore, some studies have also found that corporal punishments have no significant contribution to positively changing student's behavior, instead they destruct the students psychologically (Josephine, 2014). This was also echoed by Waganda and Peris (2015) who argued that corporal punishments have to be stopped and reduced in schools, because they have no contribution to the academic performance of the students, rather it is other factors like guidance and canceling that improves students' performance at school. This signifies the role that has been advocated by the media to educate and to inform the mass that corporal punishment needs to be reduced and the alternative behavior management needs to be embraced.

4.3 Perceptions on media services provided

The study assessed teachers' and students' perceptions of the media services provided to the public concerning the reduction of corporal punishments at schools. The researcher used the Likert scale. The results are presented in Table 2.

Table 2: Teachers' and students' perceptions on media services offered about corporal punishment reduction

Statement	Degree of Agreement				
	SA	A	U	D	SD
Advocacy on the reduction of corporal punishment	14(17%)	65(71%)	0(0%)	7(8%)	1(4%)
Distribution of videos clips and pics on CP	84(100)	0(0%)	0(0%)	0(0%)	0(0%)
Human Rights programs on Tv	24(29%)	11(13%)	21(25%)	28(33%)	0(0%)
Provision of education to teachers through School visit and discussion with teachers and students	24(29%)	40(48%)	11(13%)	3(4%)	3(4%)
Distribution of SMS against CP	42(50%)	7(8%)	32(38%)	1(4%)	0(0)

Source: Field data

Advocacy on the reduction of corporal punishments was agreed by 88% of the respondents, while 12% of the respondents disagreed on this point, and none was uncertain. This implies that the media advocacy on the reduction of corporal punishment was perceived to be positive by the respondents, implying that it was contributing to the reduction of corporal punishment. These are the campaigns that are conducted by the media to ensure that students are able to air their voice and

being heard regarding corporal punishment, hence being able to defend and safeguard their rights (Mtahabwa, 2001). These campaigns allow students to be able to express their views and concerns concerning the utilization of corporal punishments at schools. The above-mentioned findings were supported by the key informants who consisted of school heads and DEOs, whereby one of the heads of school had this to say:

“Media play key role in providing advocacy services regarding the reduction of the corporal punishments in schools. For example, in 2018, the facebook under the address freshmastergk was used extensively to run advocacy campaigns/services for reducing corporal punishments. Using this platform pictures were displayed everyday with detailed information that called for the abolition of corporal punishments in schools. This has contributed to growing sentiment among people that corporal punishments should be reduced or completely abolished” (Head of school, 3rd September 2019, Dodoma city).

The distribution of the video clips and pictures about corporal punishment was perceived positively by 100% of all teachers who responded to this study. The teachers opined that the distributed videos clips and photos showing the use of corporal punishments and their associated impacts had significant impact on sensitizing them to reduce the use of corporal punishment in school. This implied that the video clips and pictures contributed to the reduction of corporal punishments. This is because the distributed video clips were reported to police who took action on the ensuing incidents. The findings above are supported by the remarks made by one among the three DEO’s who was interviewed and had the following to say:

“I have been witnessing some of the videos and pics that are being distributed by media like whatsapp, youtube, facebook, instagram even TVs like channel ten and TBC, on the incidents of severe use of the corporal punishments. In fact, the distribution of these materials have created fear among teachers on the use of such punishments, since all teachers involved were arrested and charged under the law, which has consequently influenced teachers reduction of

the use of such punishments” (DEO, 2nd September, 2019, Dodoma City).

This means that regardless of the fact that corporal punishment is constantly being administered in the community, there is the call for an alert of its impact to the entire community, especially to the children who are directly affected by corporal punishment administration, the media has played the great role to inform the society and the government, that made the application of the law monitoring the corporal punishment to come into change the situation that screw back its practice.

4.4 Challenges contributing to resistance in the reduction of corporal punishment

The current section reflects on the general aim of the study that focused on assessing the role of media on reducing the use of corporal punishments in secondary schools. This specific section focused on the challenges that contribute to resistance in reducing corporal punishment in secondary schools. Several challenges were identified and the respondents were given the opportunity to give their opinions, specifically on what percentage each challenge mentioned is contributing to such resistance. The challenges identified include African and society’s culture, lack of education and awareness on corporal education, lack of teachers’ tolerance, announcement and command from corporal punishment, National Educational Act on corporal punishment, and the tendency of Tanzanians not being interested with reading. The findings are presented in Table 3.

Table 3: Challenges contributing to resistance corporal punishment reduction

	Frequency	Percentage
Challenges		
African and society culture	64	67
Lack of education and awareness on corporal education	72	75
Lack of teachers’ tolerance	57	59
Announcement and command from political leaders’ corporal punishment	85	88
National Educational Act on corporal punishment	96	100
Tendency of Tanzanians not wanting to read	67	70

Source: Field data

The study found that, 67% of the respondents mentioned African and society’s culture as barrier to reducing corporal punishments in schools. This is contributed by strongly held belief among African culture parents and teachers that

the effective way for disciplining a misbehaving child is canning him/her, and believing that it has greater impact on

changing bad behavior of a child or student. Patton (2017) supports the above findings, having argued that, many

Africans believe in corporal punishment, even though this is the outcome of the colonization and slavery era, which unfortunately has become their daily routine to Africans now.

Lack of education and awareness on corporal education was reported by 75% of the respondents to be a constraint in reducing corporal punishments. This implies that most teachers use corporal punishment because of lack of awareness of various campaigns for banning corporal punishment and international human rights issues. Specifically, this is caused by lack of human rights education, especially the child Act. This is the child Act No 2 of 2009 which states that every child has the right to be protected (URT, 2009).

The lack of tolerance among teachers towards students was mentioned by 59% of respondents to be among the constraints for ending corporal punishments. The study revealed that there is a good number of teachers who fail to control their emotions when pupils/students are misbehaving, leading them to act irrationally when administering corporal punishments. These findings are supported by the statement made by one of the DEOs who argued that there is need for the government to organize and providing emotional control trainings/workshops to teachers, especially those with little professional experience, to reduce the prevalence of corporal punishments in secondary schools. This can help to reduce harsh reaction against students as demonstrated by many teachers today, when administering corporal punishments” (DEO, 2nd September 2019, Dodoma City).

Announcements and directives/instructions from political leaders regarding corporal punishment were reported by 88% of respondents to be part of the constraints on reducing corporal punishments. This means that some political leaders who hold important public offices make announcements that motivates the excessive use of the corporal punishment on children, hence retarding efforts and campaigns that call for reduction of these punishments. There are several public figures who openly support the use of corporal punishments, especially caning, hence making the reduction of these punishments in secondary schools being difficult. These findings are supported by TBC findings (29th March 2016), which reported that leaders openly support of the use of corporal punishments becomes the catalyst for their excessive use by teachers in schools.

The National Educational Act on corporal punishment was mentioned by 100% of the respondents being part of the constraints for reducing or banning corporal punishments. The education Act on corporal punishment insists on the use of corporal punishment to students. Corporal punishment in Tanzanian schools is legal and lawful, particularly in public schools. It has been lawfully

practiced since 1979, following corporal punishment regulation pursuant to article 60 of National Education Act 25 of 1978 and the amended Act number 294 of 2002 as the means to address the increase of disciplinary problems among school students reaching adolescents (Kambuga et al, 2018).

Lack of reading habit among Tanzanians was mentioned to be the challenge by 70% of the respondents involved. The findings imply that, the absence of reading habits found from majority of Tanzania restricts their knowledge and awareness about key issue related to corporal punishments. This affects the media campaigns for reducing corporal punishment. Since, the success of any campaign lies in the awareness of the public on the issues that is being advocated. The fact that most policies and regulation as well as research pertaining to the corporal are in written documents, the lack of reading habits has left most members of the public not knowing the severe consequences of such punishments causing them not to support effectively children’s rights campaigns made by the media (Kambuga et al, 2018).

5. Conclusion and Recommendations

5.1 Conclusion

It once said if you want to change the world, go home and love your family. Managing the behaviour of an individual is primarily the family responsibility and therefore, using corporal punishment as the means of behaviour management has proven to have the negative implication for both since it ends up creating enmity rather than shaping behaviour something that it never been the primary aim. Following the findings obtained, this study has concluded that, the media including social media has been playing significant role in the reduction of corporal punishments in secondary schools in the city of Dodoma. The contribution of the media is mainly based on the role it plays in raising community awareness regarding the consequences of the utilization of corporal punishments on the child. Specifically, in strengthening public understanding on the infringements of the children’s rights and psychological effects put on children following the use of corporal punishments. The media have helped teachers and administrators alike to pay more attention to the law and regulations governing the use of corporal punishments in Tanzania. Moreover, they also sensitize members of the public to rethink and reassess their long-held belief that, corporal punishments are the most effective ways of disciplining children, by making them know that they have severe consequences on physical and psychological wellbeing of the children to the extent of even affecting their academic performance.

5.2 Recommendations

Following the findings obtained, the study is of the opinion that the mere existence of the Education Act on Corporal Punishment of 2002 is a huge stumbling block towards the efforts to reduce and ultimately banning of these punishments in schools as shown and being advocated by the media including social media and mass media. Following that, the study recommends that, this Act should be completely eliminated, since doing that will become send a signal and become an impetus for teachers to stop using corporal punishments in public schools, and the media should be totally embraced on educating the community on the advantage of using alternative behaviour management to corporal punishment for lifelong learning and for the creation the community that every person will be treated equally with respect.

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