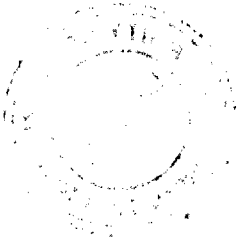


PERCEPTIONS OF VIOLENCE IN A SECONDARY SCHOOL

By

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“All work for this thesis was completed at the former University of Natal”

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### Declaration

I declare that perception of violence in a secondary school is may work that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another University.

SIGN: 

DATE: 24/03/2004

## SUMMARY

Violence in schools is one of the most challenging issue facing educators, policy makers, learners, parents and the community at large. Sometimes it takes place without educators and parents being aware of it and in most cases, learners specifically girls are reluctant to report their experiences of violence. Because the entire community is continually searching for ways to curb this problem in schools, it is hoped that this study may offer some general insights. The primary aim of this research was to explore the perceptions of violence of educators and learners of their school and the perceptions of learners of measures taken by educators to curb violence in their school. The secondary aim was to develop guidelines in the form of recommendations, which would be useful to policy makers, educators, parents, learners and the entire community at large. In this study qualitative design was used and the case study method was employed. Purposeful sampling technique was used in selecting the educators for interviews and the learners for focus group interviews. Groups of six learners were chosen for focus group interviews and in the case of educators, five were selected..

In the process of data analysis the researcher applied Marshall and Rossman's approach. The results showed that only a few educators were able to describe the concept of violence and no learner was able to describe the concept violence. With regards to corporal punishment, the research revealed that some educators are in favour of corporal punishment while others are not in favour of corporal punishment. From the study, it was noted that the following forms of violence are experienced in the school namely, violence in the form of corporal punishment, physical violence in the form of bullying and fighting, sexual violence as gender-based violence, verbal violence and violence in the form of stealing belongings.

Furthermore the research revealed that learners were not in favour of measures used by educators to curb violence in the school more specifically corporal punishment and suspension or expulsion. As a matter of fact, it is important for the entire community to

address the problem of violence in the schools. Several recommendations have been made to encourage the community to curb violence in its schools such as the Government, Ministry of Education and Culture, educators training institutions, school management, educators and learners should address the problem of violence in order to curb its spread in the schools.

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## KEYWORDS

Violence

Perception

The educator

The learner

Secondary school

## LIST OF ACRONYMS

TANESA	Tanzania Netherlands Project to support AIDS Control in Mwanza Region.
KCPE	Kenya Certificate Primary Education.

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## CHAPTER ONE

### BACKGROUND, AIM, PROBLEM STATEMENT, RESEARCH METHODOLOGY AND COURSE OF STUDY

#### 1.1 INTRODUCTION

A school is a place where learners ought to be allowed to achieve their optimum potential. This will occur only if the school's physical and psychosocial environment is conducive to learning and development. However, this might not be the case in all schools in Tanzania where violence is common. It seems as if educators are not aware of this problem and its impact on the learners and the entire community. Although corporal punishment, which is a form of violence, is illegal, some educators use it as a means of discipline. This is supported by Kuleana's study (1999:43) which showed that, in Tanzania, learners in kindergarten, primary and secondary schools are routinely hit as a form of discipline. Physical punishments include caning, blows with fists, kicking, slapping and being knocked against a wall. Learners, are also routinely forced to walk on their knees, are yelled at in front of their peers and are treated in ways that are humiliating. In this regard Morrell (1999:12) argues that although corporal punishment in South African schools is illegal, it does occur, and that some learners were in favour of it. According to Kenway and Fitzclarence (1997:117), violence occurs along a continuum and involves physical, sexual, verbal and emotional abuse, as well as the abuse of power at individual, group and social structure levels. Violence in general society has a gender dimension where boys and men tend to be the main perpetrators and victims of assault, while women are the main victims of rape and sexual assault. In this regard Jones (1985:33) argues that schools do not exist in a social vacuum: they reflect and reproduce the power relations of a society in which the dominant group (men) ultimately maintain the power position through force. Davies (1994:78) provides an example of sexual harassment in Tanzania, where in a sample of 300 women and schoolgirls who were interviewed, over 90 percent experienced sexual harassment at one time or another. They experienced it in their homes, on the streets and in institutions of learning. Evidence from



South Africa indicates that the problem of sexual harassment in schools also occurs, as South African girls, some as young as nine years old are being raped and sexually abused at schools by classmates and teachers (Human Right Watch 2003 a).

In order to place the issue of violence in context, it is necessary to explain the historical background of Tanzania. According to Global Volunteers Manual (1996:1), The United Republic of Tanzania covers 945,087 square kilometres, consisting of mainland Tanganyika and the three low coral islands of Zanzibar, Pemba and Mafia, which lie on the Indian Ocean. Tanganyika was granted independence in 1961. Full independence for Zanzibar followed in 1963. In 1964 the two countries merged to form the Tanzania we know today. Since independence, Tanzania has been working hard to provide the necessary social services to its people, education being one of the highest priorities. About 70% of all school-aged children begin primary school but less than 10% progress past the seventh grade. The Pommern Secondary School, where the research was conducted, is a good example of the successful effort to increase the availability of higher levels of education. The structure of the formal Education and Training system in Tanzania consists of two years of pre-primary education, seven years of primary education, four years of junior secondary education (ordinary level), two years of senior secondary (advanced level) education and up to three or more years of tertiary education. The education and training system has three levels, namely Basic, Secondary and Tertiary (Ministry of education and culture 2003).

## **1.2 AIM OF THE INVESTIGATION**

### **1.2.1 Primary aim**

The primary aim of the study is to explore and describe perceptions that secondary school educators have of violence in their school, their experience of violence and the measures which they take to curb violence in their schools. Secondly, the study aims to explore and describe perceptions that secondary school learners have of violence in their schools,

learners' experiences of violence and perceptions learners have of measures taken to curb violence in their school.

### **1.2.2 Secondary Aim**

The secondary aim of the research is to generate guidelines in the form of recommendations that could be useful to policy-makers, school managers, educators, learners, parents and entire community at large.

## **1.3 STATEMENT OF THE PROBLEM**

In order to explore the aims of this research it is important to answer the following questions:

### **1.3.1 Primary research questions**

- What are the educators' general perceptions of violence in their school?
- What are the educators' experiences of violence in their school?
- What measures do educators take to curb violence in their school?
- What are the learners' general perceptions of violence in their school?
- What are the learners' experiences of violence in their school?
- What perceptions do learners have of measures to curb violence in their school?

### **1.3.2 Secondary research question**

- Which guidelines in the form of recommendations could be generated, which would be useful to policy makers, school managers, educators, learners, parents and the entire community at large?

## **1.4 CONCEPT CLARIFICATION**

### **1.4.1 Violence**

Currio and First (1993) in Galbraith (1998:20) state that school violence can occur as student against student, teacher against student, student against teacher and even as self-inflicting violence. It can be in the form of abuse, teasing, mocking, intimidation of any kind, verbal or physical threats, sexual or racial harassment, bullying and robbery with or without a weapon. For the purposes of this research, violence refers to learner against learner, educator against learner and learner against educator violent acts.

### **1.4.2 Perception**

According to the South African Concise Oxford Dictionary (2002) “perception” means “the ability to see, hear or become aware of something through the senses, or the state of being or process of becoming aware of something in such a way of regarding, understanding, or interpreting something intuitive, understanding and insight.” For the purposes of this study perception implies the ability to see, hear and become aware of violence.

### **1.4.3 Educator**

According to Deacon and Parker (1999:151), the word “educator” refers to someone who performs in the education site and is constantly engaged in assessing both their learners and their own performances and also acts as a facilitator of the learning process. For the purposes of this research the word “educator” refers specifically to the head of school and other staff working with Form 3 and 4 (grade 9 and 10) learners.

#### **1.4.4 Learner**

According to Deacon and Parker (1999:62) a “learner” is one who can describe units of learning through performing statements or outcomes which indicate what the learner can do when he or she exits the program described in the unit. For the purposes of this research a learner refers specifically to those in Form Three and Form Four, the Tanzania equivalents of Grades 9 and 10 in South Africa.

#### **1.4.5 Secondary school**

Secondary school is the second level of education in Tanzania, which has four years of junior secondary and two years of senior secondary (Ministry of education and culture 2003). For the purposes of this research secondary school refers specifically to junior secondary.

### **1.5 RESEARCH DESIGN AND METHODOLOGY**

#### **1.5.1 Research design**

In this qualitative research design, a case study will be used. According to Denzin and Lincoln (1994:84) qualitative research covers a spectrum of techniques, the centerpiece of which is observation, interviewing and documentary analysis and these may be used in a wide range of disciplines. Furthermore they argue that qualitative research depends on the presentation of solid descriptive data to ensure that the researcher leads the reader to an understanding of the meaning of the phenomenon being studied.

Creswell (1998:61) describes a case study as an exploration or in-depth analysis of a “bounded system” (bounded by time and or place) or a single or multiple cases, over a period of time. The exploration and description of the case takes place through detailed in-depth data collection methods, involving multiple sources of information that are rich in context. These can include interviews documents, observations or archival records.

Bell (1994:123) describes a case study approach as particularly appropriate for an individual researcher because it provides the opportunity to research a specific aspect of a problem in some depth within a limited time scale. Thus for these reasons, the case study method was selected for this dissertation.

## **1.5.2 Research methodology**

### **1.5.2.1 Sample**

In order to understand the sample of this research, it is necessary to explain the history and geographical location of the school, which will be used in the case study.

The Pommern Secondary School is located in the village of Pommern, about 60 kilometres from Iringa town, in the Southern Tanzania Highlands zone. The school was run by The Evangelical Lutheran Church in Tanzania from 1960 until 1967 as a middle school producing candidates at the eight-grade level. In 1967 the government nationalized all schools in the country and the then Pommern Middle School being one of them, came under state ownership.

In 1989 the Iringa Diocese of the Evangelical Lutheran church requested the return of the buildings in order to start a secondary School. The school initially reopened with four educators, one cook and 90 learners. Pommern Secondary school now hosts 1000 learners of which 520 are boys and 480 girls, 36 educators and 10 non-teaching staff. It is a boarding school as most in Tanzania are and draws learners from all corners of the country and across all religious lines.

A purposeful sampling technique will be used in selecting educators and learners to be interviewed. In order to get rich data focus group interviews will be conducted with girls and with boys from Form Three and Four. Each focus group will consist of six to eight learners and the interviews will be continued until the data is saturated. These two forms were chosen because the learners in these forms have the mental maturity to respond

accurately to the types of question being asked. The interviews with educators will include the head of school, discipline master, school matron, and two Form Three and Four educators.

### **1.5.2.2 Data collection**

The collection of data at Pommern Secondary School in this research will involve observation and interviewing. Semi structured interviews will be held with the educators. Focus group interviews will be used to collect data from learners. Schurink (1992) in DeVos (1998:324-325) argues that focus group interviews help the researcher to utilize the group dynamics to produce new additional data. Best and Kuhn (1986:186) state that an interview is often superior to other data gathering devices as people are more willing to talk than to write.

### **1.5.2.3 Data analysis**

The research will apply Marshall and Rossman's approach (1989:112-120) in analyzing the interviews and field notes by organizing data, generating categories and themes. The emerging hypotheses will be tested against the data by evaluating the data for its informational adequacy, credibility, usefulness and centrality. There will also be a search for alternative explanations by challenging the pattern that seems apparent, and other possible explanations for the data and linkages will be sought. Finally when writing the report, the researcher will engage in the interpretive act, lending shape, form and meaning to the raw data collected.

## **1.6 DELIMITATION OF THE STUDY**

This research is specifically situated in the field of Gender Studies and Education, as well as male dominance focussing on the role of society and schooling in sustaining violence in schools.

## **1.7 COURSE OF STUDY**

Chapter One will highlight the research problem and rationale of the study; the aims of the investigation; concept clarification; research design and methodology; delimitations of the study and course of study.

Chapter Two will review the pertinent literature on violence in general and more specifically in the school context. Violence experiences and measures used to curb violence in the school will also be reviewed. The review of literature focusses on local and international research.

Chapter Three will explain the research design and method employed in this study. The sampling technique used in selecting staff and learners to be interviewed is explained. It will also deal with the data collection methods used such as individual, interviews and focus group interviews. Furthermore the approach for data analysis will be explained.

Chapter Four will present the results acquired from the study site about the perception educators have of violence in their school, the experiences of violence and measures taken to curb violence in their school. Furthermore findings about the perceptions learners have of violence in their school, the learner experiences of violence and their perceptions of measures taken to curb violence in their school will be discussed.

Chapter Five will provide an overview of the perceptions of violence educators and learners in a secondary school. Finally conclusions and recommendations will be drawn, limitations of the study will be specified and recommendations for further research will be outlined.

## **1.8 CONCLUSION**

In brief, this dissertation is meant to explore the general perceptions secondary school educators have of violence in their school, their experiences of violence and measures taken by them to curb violence in the school. Also learners' general perceptions of violence, experiences of violence and their perceptions of measures taken to curb violence in their school will be examined. It is hoped that guidelines in the form of recommendations for educators, learners and other stakeholders will be generated that could improve the problem of violence in schools.



## CHAPTER TWO

### THEORETICAL PERSPECTIVE ON VIOLENCE IN SCHOOLS

#### 2.1 INTRODUCTION

Modern day schools face many challenges, violence being one of them. This is also true in Tanzania's schools. The most obvious form of violence, which is easily noticed, is corporal punishment because this is administered openly. However, other forms of violence may be more difficult to detect. In reviewing the pertinent literature, this chapter will highlight the violence in schools and the measures taken by educators to curb violence. The literature review covers international and local research.

#### 2.2 VIOLENCE

##### 2.2.1 Violence, society and the school

According to Kenway and Fitzclarence (1997:118) many social institutions and cultural norms have been implicated in the causes of violence, one such institution being the school. Violence is widespread in schools and in most cases is perpetrated by males. This could indicate a certain type of masculinity in the making, and that in highlighting and ending the cycle of violence, schools could be involved in the unmaking of this type of masculinity, which is implicated in the violence.

In this regard, Jones (1985:33) argues that schools do not exist in a social vacuum. They reflect and reproduce the power relations within a male dominated society, that is one in which the dominant group (men) ultimately maintain the power position through force. Male dominance is a global phenomenon and violent masculinity exists within homes and schools across the world. In Tanzanian society, male dominance at home is common and the victims are women and girls. The patriarchal social order of homes is extended to schools. In this regard Morrell (1999:12) argues that "school masculinity is not different

from that found in the broader society, and it is the key feature of gender regimes of school and homes." Schools have an important role to play in the prevention of violence. However, the role of the school with regard to the prevention of violence and how it might best be carried out, are not at all clear. □

### 2.2.2 The concept of violence

Van den Aardweg (1987:174) argues that violence embodies such aspects as rioting, learner-learner assault, parent and learner assault, educator and learner assault and other socially damaging behaviour. International data also suggests that violence is a problem of epidemic proportion among the youth all over the world and that violence is endemic in education systems especially in town schools. This is supported by Van den Aardweg (1987:174) who argued that school violence has gained momentum overseas and in the Republic of South Africa, destroying the morale of learners and educators as well as the learning environment. Furthermore Morrell (1998:222) suggests that African schools are worse affected by violence, and refers to the example of an incident at Vryburg High School in the North West Province of South Africa where an 18 year old schoolboy was stabbed in the neck by a 19 year old school mate during a quarrel. NB

The above concurs with Mckendrick and Hoffman (1990:3) who define violence as the use of force to harm, injure or abuse others. It is evident from these definitions that violence can take the form of physical injury as in assault. It can also be abuse of power as in the case of bullying, where a more powerful person forces a less powerful person to do certain things against the weaker person's will. The abuse can also be in the form of sexual harassment, usually committed against female learners, which could indicate that violence is about power and the boys use their bodies, loud voices and their age and their gender to dominate the girls as well as the less powerful boys.

Bhana (2000:259) argues that boys learn from home and school by watching others that violence is a way of getting what they want. In conditions of poverty, violence and the threat of violence are the most effective means to get a material reward, even a small

sweet. The boys use this as a way to get what they want which may include respect and defence from others. This works to produce and reproduce the dominant masculinity in schools, which makes violence an effective means to get rewards. In this regard Skelton (2001) and Kenway Fitzclarence (1997) point out that conditions of poverty and inequalities are fertile grounds for inciting violence amongst boys. ]

It is clear to Mills (2001) that violence in schools is a worry to educators, parents and broader community, but at the same time it is also linked to them. Mills (2001:2) argues that "violence is often attributed to such things as family breakdown or single mother families, violent videos, computer games, the Internet and song lyrics, lack of discipline in schools and ineffective court systems." ]

It is interesting to note that the issue of masculinity in cases or causes of violence are seldom raised. This is in line with Mills (2001:2) who argues that the perpetrators of this type of violence are male. This is similarly the case with the concerns being raised about bullying in schools. In much of the pertaining literature to bullying, masculinity is rarely mentioned. However, a significant amount of research into school violence suggests that by far the majority of bullying incidents in schools are perpetrated by boys. ]

It appears that violence subsumes the notion of coercive power, as power over others. Mills (2001:19) points out that it is this naturalized attribute of masculinity, which lies at the heart of the network of power relations that maintain existing patterns of gender orientated privileges. Man's violence and desire for coercive power are not natural but are the products of social constructs that serve to reinforce masculine privileges. Hegemonic masculinity and violence is established through various social practices. He also argues that power over women dominates the gender processes within the school. It is not only built into the school structures and curricula but also shapes the relationships between male and female learners, male and female staff and male learners and female staff. This power can range from male learners' domination of class space and school space down to conscious acts of intimidation and sexual threats against female learners and educators.

In this regard Kenway and Fitzclarence in Gilbert and Gilbert (1998:192) claim that “violent males draw from the ‘repertoire’ of masculine value attributes and practices and exaggerate, distort and glorify” them so that, for instance, a masculine belief in the superiority of men becomes a hostile contempt for women. Assertiveness may be exaggerated to become aggression, physical strength to toughness associated with physically beating others. ↓

In the school situation it is impossible to solve the problem of violent boys without challenging the issue of male dominance or patriarchal power. This concurs with Gilbert and Gilbert (1998:196) who claim that for men status, competition through physical force, domination and humiliation of the less powerful have a substantial cultural support. Many societies across the world have not addressed the cultural context of violence including Tanzania. In order for schools to curb the problem of violence it is necessary to address the cultural context. This will enable schools to promote the educational and general welfare of all their clients and the harm and injustice which violence causes could be remedied.

According to Mills (2001) the Federal Sticks and Stones Report (1994) on violence in Australian schools states that for many boys, being tough was their understanding of what it was to be male. Aggressive play by boys towards girls was described as typical or “boys will be boys” behaviour. It is the acceptance of this behaviour as normal which is most damaging in the school environment. It is this use of aggression to gain power and to dominate, which is intimidating and threatening to girls and undermining them. This is in contrast to Bhana’s opinion (2000:26): she argues that girls too are implicated in violence. The girls learn that challenging the boys has violent effects and that violence is the appropriate means to challenge opposition. Boys value power over others and have a sense of entitlement to respect and defence particularly from girls.

Moreover, in the formation of masculinities, the boys come to believe that violence is the only way of resolving conflict. Bhana (2000:270) further argues that misogyny easily

shifts into violence in the form of verbal harassment, physical harassment and sexual violence where boys want sexual intercourse with girls but the girls refuse to participate.

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According to Kenway and Fitzclarence (1997:123), male and female violence takes the form of rape and sexual assault, verbal and physical harassment. Violence against women and girls occurs within a relationship of one sort or another. Intimate relations and settings are more likely to result in violence than relationship between strangers and those that occur in public spaces. Evidence shows that verbal and physical harassment, teasing and taunting relating to sexuality or gender directed against girls and women, is rife in schools. Most boys either engage in this or, simply by their silent acceptance of it, show their tacit approval.

This section has dealt with an overview of violence in general in schools and society and briefly referred to the role of gender. The next section will elaborate on the various forms of violence in schools.

## **2.3 FORMS OF VIOLENCE IN THE SCHOOL**

There are various forms of violence which schools experience in their day- to-day activities. The following sections will discuss sexual violence as a gender-based violence, corporal punishment and bullying.

### **2.3.1 Sexual violence as gender-based violence**

#### **2.3.1.1 Sexual harassment**

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In many schools, the extent of the problem of sexual harassment as a factor affecting girls' performance is not yet clear. This concurs with Hallam (1994) in Odaga and Heneveld (1995:34) who argue, "while many social and economic constraints on girls obtaining an education in Africa are a topic of discussion, the issue of sexual violence and harassment has been largely neglected."

In this regard Herbert (1992:14) defines sexual harassment as unsolicited and unreciprocated sexual behaviour towards women and girls, which may be obscured by what is considered normal behaviour. Jones (1985:28-29) argues that in most schools, verbal sexual harassment, suggestive sexual comment, appraising looks and leers is an everyday experience for girls as well as for women educators. Verbal harassment appears to be inherent in the lives of many female learners. Physical harassment involves touching and grabbing and sexual assault is when the touching involves a certain measure of force, which may result in injury. Visual harassment or leering harassment is also common in school.

This concurs with Hallam (1994) in Odaga and Heneveld (1995:34) who confirmed that "there is a pandemic of sexual violence and harassment in educational institutions in Africa". Furthermore Yeboah (1993:21) comments that this is a real concern for learners, parents and school authorities. With reference to Tanzania, Davies (1994:78) found that sexual harassment is common: of the women, schoolgirls, and learners interviewed, more than 90 percent had experienced sexual harassment at one time or another.

It is interesting to note that Davies (1994:80) found that quite a large number of the schoolgirls interviewed, said they were not aware of the concept of sexual harassment. This implies that they had not internalized the fact that sexual harassment is an aberration so when it did take place, they accepted it as the norm. They thought that was how men ought to behave towards women and that women were supposed to absorb it passively or even respond favourably to it.

Furthermore Mgalla, Schapink and Boerma (1998:22) found that sexual harassment of girls in school, including pressure to have sexual intercourse, was common. According to one TANESA study (1997) involving 1219 schoolgirls, virtually all of them responded affirmatively when asked whether they had ever been bothered by a boy, a man or an educator who had wanted to have sex with them. In most cases the perpetrators of sexual

harassment in schools are boys and male educators as will be discussed in the following sections.

### **2.3.1.2 Male educators as perpetrators of sexual violence and harassment**

It is interesting to learn that the perpetrators of sexual harassment are not only male learners in schools, but also male educators. This is in line with Mgalla *et al* (1998:22) who confirmed, “Some male educators have been reported to misuse their position of authority to tempt or threaten school children into sexual relationships. The types of harassment faced by girls include touching private parts and breasts, attempts at seduction and actual rape. In cases where girls refuse sex they risk public humiliation, unfairly low marks, exclusion from class or corporal punishment.” According to Save the Children Fund Report (1997) “some girls have their breasts pinched by the male educators for giving incorrect information.”

This concurs with Cooksey, Malekela and Lugalla (1993:15) who argue that some of the male educators have the habit of making love with students. Mabala and Kamazima (1996:43) report that in Kyariko in Tanzania three quarters of girls in Standard 6 and 7 who were interviewed, said that some of the educators had tried to seduce learners. One girl stated that an educator had promised her 500 shillings at the end of the month if she agreed to sleep with him. Mensch and Lloyd (1997: 55) reported that a girl had sex with an educator, because he promised to give her 30 or 40 out of 40 marks in the Kenya certificate of primary education (KCPE) composition exam. This is supported by CAMFED (1994) and Fidan (1994) in Odaga and Heneveld (1995:35) who argue that in Africa, educators also prey on the female learners, threatening to fail them, or publicly humiliate them, to prod them into sexual liaisons. Educators are also reported to reward female learners who “cooperate”, with grades and tuition waivers. Furthermore Arcton (2003) reports that many girls face many risks at school “even from their male educators having to fend off unwanted sexual advances, which could affect both their performance and their grades.” This problem is serious and may be a reflection of the general deterioration of morals in society.

It has to be noted that most cases of sexual harassment pass without notice or sanction. Mgalla, *et al* (1998:24) found that educators are reported or caught, but that there is little accountability. The most common sanction is letters of warning or the threat of suspension if they are caught again. This example was given in the TANESA Report (1997) on the sexual exploitation of schoolgirls in Tanzania: an educator who had raped a schoolgirl was merely transferred to another school. This clearly indicates that sexual harassment and the exploitation of girls is “a trivial matter with little consequence for the perpetrators. As a result, schools continue to remain an unsafe environment for large numbers of girls” (TANESA Report 1997).

### **2.3.1.3 Male learners as perpetrators of sexual violence and harassment**

In schools, boys tend to dominate girls because of their masculinity. Mills (2001:38) argues that sexual harassment is due to the fact that this harassment works to protect the masculinity of particular subjects areas. This is in line with Gilbert and Gilbert (1998:55-56) who argues that many of the girls in his study avoided subjects that were dominated by boys because they knew that they would get teased and humiliated in those lessons.

However as Davies (1994:78) has indicated, sexual harassment occurs throughout institutional arrangements wherever women and girls are primarily defined by their gender or sexuality. Thus, it is no surprise that the practice of sexual harassment is found throughout all forms of classrooms and schools as well as in workplaces. In this regard Milligan *et al* (1992:10) conformed that sexual harassment is a feature of most schools. Evidence from schools is that sex-based harassment is common in co-educational schools. Therefore sexual harassment is a feature of most schools, specifically in co-educational schools.

Furthermore O'Connor (1992:4) argues that girls and women are often placed in threatening and dangerous situations at school. A Brisbane (Australia) study of the attitudes of Grade nine boys toward forced sex, revealed that one in three boys believed it



was acceptable for a boy to hold a girl down and force her to have sexual intercourse if she had led him on.

In this regard Collins *et al* (1996:x) argues that boys are usually the perpetrators of sex-based harassment of their own and the opposite sex. This study adds to the former evidence of the harassment of women and girls that the harassment of boys happen just as frequently and in some categories more frequently. The harassers of boys are largely other boys. Evidence gathered for the report demonstrates that educators sometimes saw girls as being responsible for their own experiences of sexual harassment. Jones (1985:35) once stated that some of parents are now convinced that co-educational schools are dangerous places for girls and women and that they exist to further benefit boys as they establish their sexual domination over girls. From the above review it can be seen that the problem of sexual harassment is experienced in schools and boys are perpetrators while both girls and boys are victims.

### **2.3.2 Assault**

It is interesting to learn that assault or physical violence is another problem faced by educators and learners in schools. Anderson (1969) in Mahlobo (2000:13) defines assault as a demonstration of an unlawful intention by one person to inflict immediate injury on the person of another. Assault is one of the most common forms of violence experienced in school. Assaults usually take place between learners but there have been reports of learners assaulting educators and vice versa. ✓ 1996

This is supported by Mahlobo (2000:13) who explained that in his case studies, the assaults of learners by fellow learners were frequently reported to educators. The perpetrators were usually boys and the victims were usually girls. It is possible that most assaults are actually of boys by other boys but that these are not reported because it is considered unmanly to report injury. This is why it appears that most assaults are on girls. The reasons for the assaults vary, it may be a quarrel over a pen or a boy being rejected

by a girl after propositions for love affairs. The underlying cause could be the assertion of masculinity which is usually accelerated by drug and alcohol abuse.

According to popular belief real men are supposed to be strong, tough, aggressive successful, competitive, dominant and powerful. Above all they must dominate girls and women, who for their part are supposed to be passive, unassertive, soft, powerless and dependent. Therefore the problem of assault can be observed in schools and masculinity is the main cause of this problem.

### **2.3.3 Violence in the form of corporal punishment as a dilemma**

Corporal punishment is an issue which is debated all over the world as educators in schools face this as a challenging problem. Many Western countries have abolished the use of corporal punishment in schools due to the belief that it is a violation of the human rights of children. In order to be in a better position of understanding about corporal punishment, the concept of corporal punishment will be defined.

#### **2.3.3.1 The concept of corporal punishment**

According to Newell (1972:43) corporal punishment is the act of causing physical pain to the learner by an educator or a child by a parent. This concurs with Simiyu (2003:6-7) who claims that corporal punishment is a deliberate infliction of pain on an individual's body by a person who has more power and authority than the inflicted victim. Therefore in a school context educators have more power than learners, thus they inflict pain to learners. Bearing in mind the definition of corporal punishment, the next section will highlight the reasons for the justification of the use of corporal punishment in schools.

#### **2.3.3.2 Justification for the use of corporal punishment in schools**

The advocates of corporal punishment in schools give reasons to justify its use. Traditions and religions claim that corporal punishment should be used by educators in

order to change learners' bad behaviour. This is in line with Kanji Kato in Parker-Jenkins (1999:2) who contends that children are born naturally bad, therefore they need to be changed through the use of corporal punishment. Furthermore Bernard in Foster (1999: 1-2) claims that caning is a biblical correction therefore educators should not worry. He emphasizes the point by quoting from Proverbs 23:13, which says "Do not chary of correcting a child. A stroke of the cane is not like killing". The main focus of this view is that children are born bad and ignorant and that educators have to use corporal punishment in order to change them. ✓ 100k

Secondly, there are those who view corporal punishment as a "deterrent and reformative" measure for learners because it corrects misbehaviour within a short time. In this regard Westby (1980) argues that corporal punishment is an effective "deterrent" and the learner must be caned in front of others to set an example. In addition Docking (1980:214) claims that corporal punishment is an external constraint that is necessary for maintaining order in society and schools. This view focusses on the effectiveness of the measure as deterrent.

Thirdly, there is a group of educators who view corporal punishment as the means of improving academic performance. Rubin (1980) in Simiyu (2003:11) argues that corporal punishment brings order in the classroom and prepares learners' minds in readiness for the learning process. Also Dr. Samuel Johnson (in Parker-Jenkins 1999:3) asserts "My master whipped me very well, without that Sir, I should have done nothing". This viewpoint underlines the fact that corporal punishment will help to improve the academic performance of learners.

Fourthly, there is an argument, which claims that corporal punishment should be used as the last resort. Hyman (1979) in Simiyu (2003:11) believes that corporal punishment should be used only when absolutely necessary to maintain discipline in schools. In this regard Parker-Jenkins (1999:3) claims that corporal punishment should be used on offenders (bullies) because they deserve severe punishment. Newell (1972:12) argues that corporal punishment should be used by educators when all other means have failed.

Lastly, Grey (1974:4) claims that corporal punishment must be used by principal as the last resort in case of “gross” misconduct of learners. The community views corporal punishment in different perspectives: there are those who favour the use of corporal punishment in schools because it is the means of moulding learners and there are those who are against the use of it. This concurs with Dlamini (1999:38) who claims that most parents are conservative and agree with the use of corporal punishment imposed on the learners. He further contends that others do not care whether their children are punished or not as they consider it a norm that learners must be caned at school if they have done something not in line with the rules in schools. In Tanzania schools are seen as a place to discipline. The justification of the use of corporal punishment in schools only focused on the merits of corporal punishment.

### **2.3.3.3 Views against the use of corporal punishment in schools**

Educators who oppose the use of corporal punishment argue that corporal punishment is neither “deterrent” nor “reformatory”. Smith (1985:61) and Leach (1993) and Koenig (1995) in Simiyu (2003:13) suggest that corporal punishment is not “deterrent” of misbehaviour, instead it leaves the child feeling that the problem is over but it is never “reformatory.” The emphasis of this view is that respect in the classroom and the school can be maintained by the actions of both the learners and the educator and not by the use of corporal punishment.

Secondly, it is argued that corporal punishment has a negative impact on learners’ academic performance. Simiyu (2003:13) contends that corporal punishment decreases the learner’s motivation and leads to low academic achievement. Further, it is argued that “caning creates anxiety, fear, aggression and frustration, which prevents the learning process.” In this regard Smith (1985:61) views educators who use corporal punishment as a total failure in the classroom. He contends that a competent educator should be able to control the learner in the classroom without resorting to violence in the form of corporal punishment. This concurs with Jennings (1979) in Simiyu (2003:13) who claims that

inexperienced educators often resort to corporal punishment due to their inability to maintain order in their classroom.

Thirdly, the argument that asserts that corporal punishment should be used as a last resort and when necessary, is objected to by Evans (1967:231). This is because educators or parents are usually very angry when they administer the punishment and that they then act “impulsively”. Therefore once corporal punishment is allowed as last resort, it is very difficult to control it in the school context.

Fourthly, there is the view which claims that corporal punishment leads learners to socialize violent attitudes and behaviour as Wiehe (1998), Bandura (1973) and Leach (1993) in Simiyu (2003:13) argue that corporal punishment encourages children to adopt the aggressive behaviour they observed from their educators as their adult role models. As a result, they maintain the rebellious and criminal behaviour of children in the schools. This concurs with Murray (1991:81) who claims that “children learn that those who love you are those who hit you the most, hence children internalize love and violence in partnership and are likely as adults to hit those with who they engage with especially in close relationships”. Furthermore Docking (1980:230) claims that caning in schools positively “engenders rebelliousness in children and does little to inhibit bad behaviour.” This section has dealt with negative aspects of corporal punishment in schools. The next section will show corporal punishment in the context of Western countries, Africa and Tanzania.

#### **2.3.3.4 Corporal punishment in Western countries**

Many Western countries abolished the use of corporal punishment in schools due to its negative impact on the learners. Bandura’s study (1973) showed that corporal punishment in schools causes aggression in the learners and that it is better to use non-violent means of discipline. Murray (1991:81) too gave evidence of an extreme example where an educator murdered a learner in London. Therefore, due to such negative impacts of corporal punishment, many Western countries abolished it.

### **2.3.3.5 Corporal punishment in the context of Africa**

Many African countries still see corporal punishment as an issue to be debated. Studies conducted in Africa show that some educators such as those in Kenya are in favour of corporal punishment. Mutia (1985:64) argues that corporal punishment should be used only when there is no alternative mode of behaviour control. According to Simiyu (2003:17) The Education Policy which outlawed the use of corporal punishment in schools, was put in place in Kenya on 30 March, 2001. In South Africa a study conducted by Sogoni (1997) showed that most educators were in favour of the use of corporal punishment, while Dlamini (1999) showed that most educators were not in favour of the use of corporal punishment because of fear of prosecution. It seems as if corporal punishment in many African countries is still practiced although there are policies, which abolish the use of it in schools.

### **2.3.3.6 Corporal punishment in the context of Tanzania**

In Tanzania, as in other countries in Africa, corporal punishment is used by educators in schools. Kuleana's study (1999:40) indicates that since independence, Tanzania has had little exposure to the alternative forms of discipline now practiced commonly elsewhere in the world and that corporal and other forms of physical punishment are practiced widely in every school.

In this regard The National Education Corporal Punishment Regulation of (1979) (Appendix D) stipulates that corporal punishment should only be used in limited circumstances in schools, for grave offences, as a course of last resort and only when specific procedures have been followed. However, these regulations are often not followed, and children are beaten for minor offences and on areas of their bodies, which officially should be protected.

Kuleana's study (1999:42) argues that despite the government of Tanzania's attempt to regulate, limit and document the use of corporal punishment, many educators, let alone

parents and learners, are not aware of the existence of the regulation. Neither is there evidence of government efforts to publicize, enforce or monitor corporal punishment regulations.

### **2.3.3.7 Alternatives to corporal punishment**

It is necessary for educators and the school management to realize that all discipline measures taken in schools must aim at changing the learner's behaviour positively rather than frustrating them. In this regard Bey and Turner (1996:28-29) argue that "educators have to try many techniques with the understanding that some will be effective and others will not." They further argued that the most common technique in use is the "obedience approach" where learners are told to follow the rules and if they disobey, punishment is used to keep them in line. There is the approach that allows learners to reflect on their "misconduct", explain the causes and decide how to behave without breaking the rules. In this model learners are taught "positive and negative consequences" of their behaviour so that they can make choices on how to behave. Another approach is acknowledging the learners in the act of doing something right. Educators can also use the "suspension and expulsion" approach that includes parents-learners contracts in which the learner agrees not to participate in misbehaviour and if a learner does not conform, he or she is expelled from school. Whatever approach used should be beneficial to the school and community.

### **2.3.4 Violence in the form of bullying and fighting**

It is important to realize that bullying is another problem found in schools. Sharp and Smith (1994:1) explain that bullying is a form of aggressive behaviour which is usually hurtful and deliberate: it is often persistent, sometimes continuing for weeks, months or even years and that it is difficult for those being bullied to defend themselves. Most bullying behaviour is an abuse of power and desire to intimidate and dominate.

Furthermore Smith and Sharp (1994:1) state that bullying comes in the following forms:

- Physical bullying such as fighting, kicking, punching, hitting, shoving, pinching, abusive gestures and moving in close on the target person's space.
- Verbal bullying that uses words in a "malicious" way cause distress to another and thus causes the bully to feel powerful.
- Extortion when bullies blackmail and threaten, forcing the victim to give them money food, or valuables.
- Visual bullying, which takes the form of insulting letters passed from one learner to another learner.
- Exclusion when a learner is left out of the game or a group or given the worst job in the group.
- Sexual bullying, which consists of obscene drawings, rude jokes about the victim, brushing up against the victims, touching when the target doesn't want to be touched and asking questions of a sexual nature to shame and embarrass the victim.

In this regard Besag (1994:4) confirmed that bullying in schools occur without adult witness, as educators only hear about it and parents are usually the last to know. This problem has been underestimated because adults or educators don't know how serious the problem is to the victim. Furthermore the findings of Besag (1994:15) revealed that boys are more violent and destructive in their bullying than girls, as boys bully using physical aggression. Wachtel (1973) found that girls bully for reassurance, where as boys bully to display their powers.

This is in line with the findings of Mgalla, *et al* (1977:26) who pointed out that in Tanzanian schools force, or the threat of force, or at least the belief in the possibility of force, plays a role in sexual encounters. It appears as if boys do sometimes resort to bullying and intimidation in order to get girls to consent to sexual activity. In a role play when a girl refuses to agree to have sex with a boy and says she is going home, the boy often takes hold of her hand to prevent her from leaving. Therefore the problem of bullying is common and sometime passes without the educators noticing it.



## **2.4 CONCLUSION**

This chapter has provided an overview of the literature concerned with violence in schools and society and sexual violence as a gender-based violence, which covers sexual harassment and assault. Furthermore the literature dealt with corporal punishment, its definition, an overview of corporal punishment worldwide, including the African and Tanzanian context, and also the aspect of bullying in schools. The next chapter will set out the research design and methodology employed in the research.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

There were two main objectives of this research: to explore and describe the perceptions of violence that the educators and learners have in their school and to generate guidelines in the form of recommendations which could be useful to policy-makers, school managers, educators, learners, parents and the entire community at large. Therefore this chapter will describe the research design and methodology including the aims of the investigation, a statement of the problem, the selection of the sample, data collection and data analysis.

#### **3.2 AIMS OF THE INVESTIGATION**

For the purpose of this research the following aims were identified:

##### **3.2.1 Primary aim**

The primary aim of the study was to explore and describe perceptions that secondary school educators have of violence in their school, their experience of violence and the measures which they take to curb violence in their school. Secondly, the study aimed to explore and describe perceptions that secondary school learners have of violence in their school, their experiences of violence and their perceptions of measures taken to curb violence in their school.

### **3.2.2 Secondary aim**

The secondary aim of the research was to generate guidelines in the form of recommendations, which could be useful to policy-makers, school managers, educators, learners, parents and the entire community at large.

## **3.3 STATEMENT OF THE PROBLEM**

In order to explore the aims of this research it was important to answer the following questions:

### **3.3.1 Primary research questions**

- What are the educators' general perceptions of violence in their school?
- What are the educators' experiences of violence in their school?
- What measures do educators take to curb violence in their school?
- What are the learners' general perceptions of violence in their schools?
- What are the learners' experiences of violence in their school?
- What perceptions do learners have of measures to curb violence in their school?

### **3.3.2 Secondary research question**

In this aspect, the study intended to answer the following question:

- Which guidelines in the form of recommendations could be generated, would be useful to policy-makers, school managers, educators, learners, parents and the entire community at large?

## **3.4 RESEARCH DESIGN**

### **3.4.1 Qualitative research**

In this research a qualitative design was used in order to explore the perceptions of educators and learners of violence in a secondary school. Denzin and Lincoln (1994:2) define qualitative research as the study of things in their natural settings, trying to interpret “phenomenon” in terms of meanings people bring to them. Qualitative research also uses various methods of collecting data such as interviews and observations. The aim of using various methods is to get better results from the study. Mouton and Marais (1990:155-156) argue that in a qualitative research design, the procedures are not “strictly formalized,” the scope is “undefined” and adopts a more “philosophical mode of operation.” The researcher chose qualitative research in order to gain an understanding of perceptions of violence in a secondary school as Reid and Smith (1981:87-89) argue that in qualitative research the researcher attempts to gain a first hand, “holistic” understanding of the “phenomenon”. The researcher employed Marshall and Rossman’s (1995) approach to data analysis. The data were obtained through the use of semi-structured interviews and focus group interviews. The data were recorded and transcribed and then analysed in order to find themes and categories. In order to achieve trustworthiness, Guba’s model was applied.

### **3.4.2 Trustworthiness**

According to De Vos (1998:348-351) Guba’s model of ensuring the trustworthiness of qualitative data could be used. Truth value, applicability, consistency and neutrality are the four criteria suggested by Guba.

- **Truth value**

In order to maintain truth value, the researcher can confidently consider the findings related to the participants and the context in which the study was undertaken, to be true.

Furthermore there were clear correlation between verbal descriptions from participants and the analysis of the research. The data were clearly quoted in the study in order to make sure the analysis will contribute to credibility of data as Sandelowski (1986) argues that a qualitative study can be considered credible when it presents accurate descriptions of human experience that people who share the experience would immediately recognise.

- **Applicability**

In this regard Krefting (1990:216) argues that research meets the criterion of applicability if the findings can fit into another context or setting and is determined by the degree to which two contexts fit. The researcher presented sufficient data to allow for comparison hence applicability will be ensured. The focus was on describing the phenomenon of the study and there was no intention generalization.

- **Consistency**

According to Krefting (1990) the findings would be consistent if the inquiry was replicated with different subjects or in a similar context. Therefore if the participants hold the same opinions, the findings would not be altered.

- **Neutrality**

The researcher made sure to avoid any bias. All participants were selected by the principal and this ensured that the researcher did not choose participants who were familiar to him. This is in line with Krefting (1990) who claims that neutrality is a freedom of bias in the research procedure and results. Furthermore questions asked to the participants were carefully formulated in order to minimize bias (Cohen and Manion, 1994:284). The researcher tried to maintain objectivity throughout interviews, analysing data and presenting findings. Although total objectivity is difficult to maintain as Smaling (1995:22) argues because sometimes researchers had to interact with participants and respond in an emphatic manner during interviews. However the main focus was on data,

which helped the researcher to be free of any kind of bias when the data was analysed and the findings were presented.

### **3.5 RESEARCH METHODOLOGY**

#### **3.5.1 Case study**

In this research the case study method was employed. Cohen and Manion (1994:106-107) define a case study as an approach where the researcher observes the characteristics of an individual or community for the purpose of investigation and analysis in order to discover “phenomenon” which constitute the life cycle of an individual or community or to establish some generalization about the wider population to which the unit belongs. Furthermore the advantage of a case study is that it is based in reality although it is difficult to organize a case study which studies the issue in-depth. The researcher chose this method in order to explore the perceptions of educators and learners at Pommern Secondary School in-depth.

#### **3.5.2 Literature review**

The study reviewed literature in order to form the basis for understanding the problem being researched, also to build a logical framework within the context of related studies. This concurs with Marshall and Rossman (1995:8) who claim that in qualitative research, literature review serves the following functions: demonstrates the researcher’s paradigm, it demonstrates the researcher’s knowledge about related research, and it demonstrates whether the researcher has identified some gaps in previous research. It also helps the researcher to refine and redefine research questions. Therefore in this regard the literature review helped the researcher to perform the above functions mentioned and to recontextualize of the findings.

### **3.5.3 Sample**

The research was conducted at Pommern Secondary School, which is in the Southern Highland Zone in Tanzania. In order to get rich data, a purposeful sampling technique was used in selecting educators for face-to-face interviews and learners for focus group interviews. In this regard Creswell (1998:118) comments that the purposeful selection of participants represents a key decision point in qualitative studies and the researcher needs clear criteria and rationales for decisions.

Focus group interviews were conducted with girls and with boys from Form Three and Form Four. Each focus group consisted six of learners and the interviews continued until data was saturated. These Forms were chosen because learners in these Forms have the mental maturity to respond accurately to the type of questions asked. Face-to face interviews included the head of school, discipline master, school matron and two educators. The researcher had confidence with these educators to get rich data because of the nature of their roles in the school.

### **3.5.4 Research procedure**

The researcher acquired written permission from the general secretary of Evangelical Lutheran Church of Tanzania Iringa Diocese. At Pommern Secondary School the Headmaster gave permission to the researcher to conduct his research. The Headmaster also assisted in selecting the sample of educators to be interviewed and also assigned one educator who selected learners for focus group interviews. The research was conducted over three days in July 2003.

### **3.5.5 Semi-structured interviews**

The research used semi-structured interviews in order to explore the perceptions educators have of violence in a secondary school. In this regard Smith *et al* (1995:9-26)

claims that a researcher uses a semi structured interview to gain a detailed picture of participants' belief about perceptions of a particular topic.

The researcher prepared questions for participants before the interviews and the interview was guided by the schedule. Participants were given freedom to share what they had and were able to introduce many issues, which the researcher had not thought about. This is in line with Smith *et al* (1995:9-26) who argue that if participants are not dictated to they are likely to introduce issues which the researcher was not aware of.

### **3.5.6 Focus group interviews**

Focus group interviews were used to explore perceptions of learners of violence in their school. According to De Vos (1998:305) focus group interviews are used in order to understand how people think or feel about an issue or products or services. The participants were given a conducive environment, so that they were able to comfortably share their perceptions. This is in line with Krueger (1994) who claims that the focus group interview is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment.

### **3.5.7 Ethical considerations**

Ethical issues were considered when conducting this research. DeVos (1998:75) defines ethics as a set of widely accepted moral principles that offer rules for, and behaviour expectations of the most correct conduct towards experimental subjects and respondents, sponsors, other researchers, assistants and learners.

Therefore participants were informed in advance about the investigations in order to avoid their responses being affected by stress as a result of not being adequately prepared, as Babbie (1990:340-341) suggests that participants should be informed about the potential impact of the investigation. Confidentiality was also maintained when the information was examined (De Vos, 1998:67).



Furthermore, participants were given clear instructions in order to avoid deceptions as Neuman (2000:229) states that “deceptions occur when the researcher intentionally misleads subjects by way of written or verbal instructions.” Subjects should, at no time be affected by the actions of other people. Generally ethical issues were maintained in conducting this research and participants were ensured of anonymity.

### **3.5.8 Data analysis**

In the process of data analysis the researcher applied Marshall and Rossman’s approach (1989:112-120). In the first place the researcher organized data by reading through the transcribed interview and the field notes, then listed important data in the margin. The second task was to generate categories, themes and patterns by reading through the organized data and considering which data could be grouped together. Through this analysis themes, patterns and categories were developed. These were then arranged logically into a coherent whole. Suitable quotations from the interviews were selected to provide a “chain of evidence.” Literature was then added to recontextualise the findings.

## **3.6 CONCLUSION**

The chapter has dealt with the research design and methodology, aims of the investigation, the statement of the problem, measures to ensure trustworthiness, research procedure, focus group interviews and semi structured interviews, ethical considerations and data analysis. The next chapter will deal with the interpretations of the findings.

## CHAPTER FOUR

### RESULTS AND INTERPRETATION OF FINDINGS

#### 4.1 INTRODUCTION

The purpose of the research was to explore and describe the perceptions educators and learners have of violence in their school, their experiences of violence and the measures taken to curb violence in their school. Another purpose was to generate guidelines in the form of recommendations that could be useful to policy makers, school managers, educators, learners, parents and the entire community at large. This chapter will present the major themes and categories after the application of Marshall and Rossman's approach in analysing data (Marshall and Rossman, 1995:110-111).

#### 4.2 RESULTS

**Table 4.1: Themes and categories**

MAIN THEMES	CATEGORIES
4.2 Theme 1: Perceptions of violence in the school.	4.2.1 Meaning attached the concept violence 4.2.2 Educators' awareness of the corporal punishment dilemma
4.3 Theme 2: Experience of violence in the school	4.3.1 Violence in the form of corporal punishment 4.3.2 Physical violence in the form of bullying and fighting 4.3.3 Sexual violence as gender-based violence 4.3.4 Verbal violence 4.3.5 Violence exhibited as stealing belongings
4.4 Theme 3: Measures to curb violence in the school	4.4.1 Learners' input about measures to curb violence in the school 4.4.2 Counselling services in the school 4.4.3 Educating educators on how to deal with learners 4.4.4 Discretionary use of corporal punishment 4.4.5 Suspension or expulsion of learners as last resort 4.4.6 Dismissal of educators as a last resort

The results will be discussed by referring to Table 4.1

#### 4.2.1 Perceptions of violence in the schools

##### 4.2.1.1 Meaning attached the concept 'violence'

NR 50  
The interviews revealed that some educators were able to explain the concept violence, they said, "Violence is the use of force or denial of students' or workers' rights" another educator said, "Violence is the cause of destruction, of infrastructure or wrong way of doing things."

NR 50  
This is in line with Mckendrick's and Hoffman (1990:3), definition of violence as the use of force to harm, injure or abuse others. This concurs with Galtung (1990) in Simiyu (2003:7) who defines violence as avoidable insults to basic human needs and more generally to life, lowering the real level of needs satisfaction below what is potentially possible for example, physical injury, misery and exploitation, repression and expulsion.

However, some educators were not able to explain the concept violence, as one educator said, "I am not aware about the word violence" and another said, "I don't think I am aware of violence in this school".

It is interesting to note that the learners were unable to define the word violence, some said, "Neno unyanyasaji halitumiki sana katika mazingira ya shule" (In our school the word violence is not used frequently). This might be linked to Cassella's (2001:38-39) argument that there is an inability and reluctance of the school to deal effectively with forms of hidden violence and also a reluctance on the part of some learners to report harassment. Cassella (2001:38-39) also argues that sexual harassment and attacks were the least reported form of violence that occurred in the school and also that there was the belief among some learners and administrators that these forms of violence were not really "violent."

Therefore, although some educators were able to explain the concept of violence, in reality the entire community might not be aware that these forms of violence are actually “violent”.

#### **4.2.1.2 Educators’ awareness of corporal punishment as a dilemma**

The participants’ responses showed that educators were aware that corporal punishment was a form of violence however they believed that it was necessary to run the school. One educator said, “Corporal punishment is embarrassment, but it is difficult for the head of school to stop it, also is a complicated issue because sometimes parents are in favour of it.” This is in line with Vally and Ruth (2001:1) who argue that there are dedicated educators who still believe corporal punishment is necessary while another group of educators support the end of corporal punishment, but do not have a working knowledge to make alternative strategies work.

The responses also indicated that some educators administered corporal punishment “Because of ignorance of corporal punishment regulation.” This is supported by Kuleana’s study (1999:47) which argues that educators use corporal punishment because in the first place they believe that it is the easiest form of discipline to administer, secondly that corporal punishment is the norm and as such is a method of discipline expected of educators, and thirdly that many educators believe that corporal punishment is of educational benefit or is beneficial for children and has a place in the education of a child; fourthly that many parents feel that good performance at school requires a stick and a beating, and fifthly that some educators feel that the use of a stick raises their dignity and status in the eyes of their learners. In this aspect Kuhn (in McKendrick and Hoffman, 1990:343-346) argues that corporal punishment is still administered by educators because of the belief that corporal punishment is essential for maintaining discipline and the individual is not regarded as having the potential to develop self-discipline unless he or she is forced to behave appropriately. Furthermore, the legal authorization of corporal punishment makes it easy to slip into canning as a matter of routine and that some

principals and educators who are aspiring to get ahead in the education system have to maintain discipline through corporal punishment.

Therefore, although educators are aware that corporal punishment is a form of violence, they still use it as a means of discipline due to ignorance of government corporal punishment regulation and lack of skills in other methods of dealing with discipline of learners.

#### **4.2.2 Experience of violence in the school**

##### **4.2.2.1 Violence in the form of corporal punishment**

The responses reveal disagreement about corporal punishment. One educator said that “Corporal punishment is not violence” and “some educators don’t administer it,” while another educator disagreed and said that “There is too much corporal punishment in this school. Today two girls were heavily punished. Also it is administered to the learners even in classrooms.” Some educators were aware that corporal punishment is illegal and they knew that only the head of school is allowed to inflict corporal punishment for grave offences. This is according to The National Education Corporal Punishment Regulation (1979) which states that “the head of school, at his “discretion,” may himself administer corporal punishment or delegate his authority in writing to all or any member of his staff provided that the member or staff authorized may only act with the Head of School on each occasion when corporal punishment is administered”. This also concurs with The Constitution of The United Republic of Tanzania 1977 (as amended in 1984), Article 19, which specifies that the government shall undertake “to protect the child from all forms of physical or mental violence, injury or abuse while in the care of parent(s), legal guardian(s) or any other person who has the care of a child.”

These findings indicate that some educators might be ignorant about what the law says about corporal punishment and they give this as their reason to administer it to learners in this school. The study shows that corporal punishment is administered every day by

educators in classrooms. One learner who was transferred in said “Adhabu ya viboko katika shule hii inatisha sana siyo Kama shule niliyotoka. Mwanafunzi unapigwa viboko mpaka kumi tena Na mwalimu wa kawaida .Hali hii ni tofauti na shule niliyotoka” ( In this school a student can be administered corporal punishment even ten strokes. This is different from the school where I came from).

The responses from learners indicate that corporal punishment is also used as a means of sexual harassment: girls are punished if they refuse love affairs with some male educators. “Mwalimu atakutafutia kisingizio ili upatikane na kosa na hapo atakuadhibu kweli” (When girls refuse a demand about love affairs from an educator they are punished by victimization”). This concurs with Kuleana’s study (1999:45), which indicates that some girls reported being sexually harassed or forced to have sex with an educator under threat of corporal punishment.


Therefore the issue of corporal punishment in the school under study violates learners’ rights, most especially those of the girls who are forced into love affairs, through the use of corporal punishment by some male educators.


#### **4.2.2.2 Physical violence in the form of bullying and fighting**

According to the educators, bullying in the school under study is mostly among learners of Form two and Form One. It takes place especially at the beginning of the year. During this time Form One learners are still new to the school environment, so Form Two learners use this opportunity to bully them. One educator said, “Form Two and learners in higher Forms they send these young ones to do activities for them, sometimes they even borrow money from young ones. When they refuse is where bullying takes place”. Another educator supported by saying “Bullying is common among learners of higher Forms and lower Forms”.

According to the learners bullying is common especially in their residence. One learner revealed this by saying, “Wanafunzi wadogo huko mabwenini wanapigwa sana” (In their

residences younger learners are beaten by older learners). This is in line with Rigby (1997:15) who defines bullying as a repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. Sharp and Smith (1994:1) describe bullying as a form of aggressive behaviour which is usually hurtful and deliberate. It is often persistent, continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Most bullying behaviour is an abuse of power and a desire to intimidate and dominate.

 The responses revealed that physical fighting among learners in the school under study is common. As one educator said, "Fighting among learners in our school is common but sometimes even learners and educators, physical fighting among learners and educators usually happens when a learner is refusing corporal punishment and the educator insists on punishing him or her."

 The participants revealed that in one instance two learners fought each other until one broke his tooth. One learner said "Mwaka huu wenzetu wawili walipigana kule jikoni hadi mmoja alivunjwa jino moja." (In this year two students fought each other until one broke his tooth.) This is in line with Bhana (2002:181) who reports that at KwaDabeka Primary School, South Africa violence was prevalent as there was fighting over possessions, which ranged from pencils, pens, lunches and school bags. Bullying and violence are widespread and enacted in the context of material disadvantage. Bhana (2002:266) also asserts that violence is about power and boys use their bodies, their loud voices and age and size to dominate others forcibly.

From the findings it is clear that the problem of bullying in the school under study is a serious one for younger learners, and such an environment will not be conducive to learning.

#### 4.2.2.3 Sexual violence as gender-based violence

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The research revealed that sexual violence is common in the school under study. It was found that girls were harassed by male educators and boys in this school. In one instance one male educator was caught engaging in sexual activity in his room with a female learner of the school under study. In response to this an educator said, “It was shame for the school although the teacher was dismissed from the school and the girl was expelled.”

It also emerged that educators harass some girls and promise to pass them in their final examinations even if they do not work hard. One educator said, “some male educators promise girls to pass their final examinations by giving them extra marks. Therefore, for weak girls academically, it becomes very easy to be trapped. Also sometimes girls because of inferiority complex they are unable to say “no” whenever male educators ask them about love affairs.” This is confirmed by Mensch and Lloyd (1997:55) who also report a girl who was followed by an educator who convinced her that in the Kenya Certificate of Primary Education (KCPE) he would give her 30 or 33 out of 40. She was duly given the marks and because of that they had sex.

Furthermore the research shows that girls are also harassed by boys who want sexual relations with girls and when they refuse the request, the boys start bullying the girls. One girl said, “Wavulana mara nyingi wanatuandikia barua za mapenzi, ukimkataa anakuchukia au kukupiga” (In this school boys request to engage in love affairs with girls by writing letters, if they don’t succeed they start harassing girls).

This concurs with Lesko (2000:92) who argues that sexual harassment occurred on a daily basis in the schools. Girls collectively expressed the idea that boys made them feel body conscious, humiliated and embarrassed and that boys wanted to illustrate their power. Furthermore Lesko (2000:90) argues that a male heterosexual status was core to the boys’ feelings of masculinity and that the more sexually a boy acted, the more masculine he was perceived to be.



However, from the responses it shows that girls are not in favour of love affairs because such distractions disturb their studies and they are also afraid of pregnancy, which results in a girl being expelled from school. This is in disagreement with The African Charter on the Rights and Welfare of the Child (1990) which explicitly states that ‘children who become pregnant before completing their education shall have the opportunity to continue with education’.

Therefore these findings show that some male educators and some boys are the perpetrators of sexual violence in this school under study and the girls are victims.

#### **4.2.2.4 Verbal violence**

The responses showed that in many cases, educators and learners are involved in verbal violence. One educator said, “Educators use abusive language to learners, educators who abuse learners usually is because of lack of teacher training component in the field of psychology.” One educator referred to an occasion where the educator was calling a learner “ Wewe mrefu kama twiga njoo hapa” (Come here you tall like a giraffe) although learner responded he was not happy with the educator. *لدى verbal abuse*

Research also revealed that there are girls who verbally abuse boys. For example on one occasion one girl wrote a note to a boy that said “I can’t stand with that boy because he is coming from a poor family”. This is supported by Bhana (2002:260) who argues that girls too, are implicated in violence. The girls learn that challenging boys on their own terms has a violent effect. They know that violence is the appropriate means of challenging opposition. They have, however learned that they are able to strike back with hurtful words.

Furthermore, Lesko (2000:92-93) argues that the extent of peer sexual harassment in middle and junior high school is pervasive. Boys appear to define and demonstrate their masculinity through abusive, embarrassing, or humiliating language towards girls, such as “bitch”, “slut” and “whore” and homophobic language towards other boys such as

“faggot” and “homo”. From the finding it becomes clear that verbal violence is a problem in this school for both learners and educators.

#### **4.2.2.5 Violence exhibited as stealing belongings**

The participants revealed that some learners are involved in stealing the belongings of other learners and as one educator said, “This problem usually happens to any learner regardless their home background, it depends the behaviour of an individual”.

It was noted that in most cases, articles which were stolen were sugar, clothes, exercise books and sometimes money. One learner said “Wizi upo sana hii ndiyo maana kila mwanafunzi anatakiwa awe na mzinga imara” (Learners have strong lockers because of the problem of stealing).

This is in line with Kenway and Fitzclarence (1997) who pointed out that conditions of poverty and inequalities are fertile grounds for inciting violence amongst boys. Also Bhana (2002:266) argues that in condition of poverty, violence and the threat of violence are the most effective means to a material reward even if this reward is just a small sweet. Therefore the issue of stealing might be because of inequalities among learners.

#### **4.2.3 Measures to curb violence in the school**

*Safety measures.*

##### **4.2.3.1 Learners' input about measures to curb violence**

The responses from learners about the measures used by educators to discipline and curb violence in their school indicate that learners are not in favour of measures such as corporal punishment, expulsion or any use of physical force. These measures create poor relationships between educators and learners as one said, “Too many sticks, even in the offices learners fear to go and see educators because once you face any problem they use those sticks to beat you. We are afraid even going in their offices to ask them academic issues”.

This concurs with the study in Kenya by Mutia (1985:64) that physical punishment is more likely lead to poor relationships between educators and learners. Corporal punishment is one of the measures used to discipline and to curb violence in this school as Gilbert and Gilbert (1998:118) report that Beynon's study showed how using physical coercive discipline methods such as shaking, pushing and hitting were part of what it meant to be a good educator in the eyes of the principal and staff.

#### 4.2.3.2 Counselling services in the school

Another measure which is used by educators of the school to a limited extent, is guidance and counselling. One educator explained that, "Because many educators lack skills in guidance and counselling, very few use this approach to help learners in their discipline cases, instead they resort to corporal punishment." This is in line with Vally and Ruth (2001:1) who argue that because neither alternative nor in-depth training were provided to educators, many have come to believe that there are no effective alternatives. They feel that corporal punishment is the only strategy to maintain discipline in the classroom effectively. However this is in disagreement with Suckling and Temple (2002:44) who argue that every student in the school deserves to have at least one person on the staff with whom they feel safe and comfortable when discussing their personal problems. Therefore the issue of alternative techniques to corporal punishment is crucial in order to do away with the current system of punishing learners.

#### 4.2.3.3 Educating educators on how to deal with learners

It was interesting to note that in this school, educators are given weekend workshops in order to be taught about dealing with learners. One participant said, "We came to learn that many educators lack skills of dealing with learners so we thought the best way is to conduct weekend workshops in order to help educators". However, this only focussed on educators while learners, parents and long-term strategies on violence prevention were not clearly dealt with. This is in disagreement with Cassella (2001:15) who argues that

Critique

money should be spent on conflict-resolution and peer mediation programmes, counselling for victims, training for school personnel, parent involvement in the prevention efforts and planning for comprehensive, long term violence-prevention strategies.

#### **4.2.3.4 Inconsistent use of corporal punishment ✓**

MS  
The study revealed that in this school the most common measure used by educators in order to curb violence is corporal punishment. As one participant said “Corporal punishment is used as a means of discipline.” Such an approach, according to Holdstock (1990:341) instead of facilitating the resolution of conflict and violence, contributes to violence in our schools. It is this, which is taking place in our schools through the use of physical force, to curb the problem of violence. In addition, Rice (1985:25) argues that corporal punishment is to be avoided at all cost, due to the deleterious effects it has on scholastic performance and behaviour as well as on personality growth.

Therefore, the findings show that many educators are ignorant of the corporal punishment regulations and the government is not taking measures against educators who violate the national regulations.

#### **4.2.3.5 Suspension or expulsion of learners a last resort ✓ look**

The study revealed that in this school another measure used by educators to curb violence is the suspension or expulsion of learners. One educator explained that, “Learners are suspended if the offence is not grave but for grave offences the role of the school is to suspend the learner pending the decision of the School Board which has the mandate to expel the learner from the school.” In this regard Suckling and Temple (2002:45) argue that suspension may give the school community the message that serious measures have been taken. Educators and principals, however, need to consider not only their legal and pastoral responsibilities but also the responsibilities of the parents for the behaviour of their children.

Bill of Rights  
Right to Education

Expulsion is a severe disciplinary measure that is reserved for serious circumstances. This is supported by Cassella (2001:15) who argues that the Gun-Free School Act (PL 103-227 Sec.1031) addressed violence with a focus on punishment and by drawing more definitive connections between schools and the criminal justice system. It required the suspension of a learner for not less than one year if it has been determined that a learner committed a grave offence.

✓ 100

Therefore although educators believe in this type of discipline, in reality it is not helping the learner, but actually more problems are created for the learner, parents and the entire community.

✓ critic

#### 4.2.3.6 Dismissal of educators a last resort

The responses showed that between February and May of 2003, four male educators were dismissed from school because they were involved in violence-related problems, especially sexual harassment of learners and female teachers. One educator explained that "These educators were immediately dismissed without taking these issues to the School Board". This is different to Mgalla, Schapink and Boema's (1998:24) assertion that in Tanzania, an educator who raped a schoolgirl was simply transferred to another school.

NB!!!

The above is not in line with The Constitution of the United Republic of Tanzania 1977 (as amended in 1984). Article 16 obliges the government to take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse or maltreatment including sexual abuse, while in the care of school authority".

Therefore, although educators are dismissed from school, it may be more effective if the law of the country could be used in order to curb the problem of violence in schools, because currently some male educators do not care about being dismissed from a certain

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school, because they are able to secure jobs in other schools and continue with the same behaviour.

### **4.3 CONCLUSION**

This chapter has dealt with the results and interpretations of findings in terms of three themes, which emerged. Themes covered are perceptions of violence in the school, experience of violence in the school and measures used to curb violence in the school. The next chapter will highlight conclusions, limitations, recommendations and suggestions for further research.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter intends to outline conclusions, recommendations, limitations and suggestions for further research. The purpose of this research was to explore and describe the perceptions of violence of educators and learners in a secondary school and to develop recommendations in the form of guidelines, which will be useful to policy makers, parents, teachers, learners and the entire community.

#### **5.2 CONCLUSIONS**

##### **5.2.1 Perceptions of violence in the school**

###### **5.2.1.1 Meaning attached to the concept violence**

It was interesting to note that only a few educators were able to describe the concept of violence, while some claimed not to be aware of violence in their school. No learners were able to describe the concept violence. This indicates that most people in this school are possibly not aware of violence or that when violent activities happen in the school it is regarded as not really violent.

###### **5.2.1.2 Educator's awareness of corporal punishment dilemma**

It is important to note that the study revealed that there is an awareness of the dilemma of the use of corporal punishment in this school. There are educators who are in favour of the use of corporal punishment because they believe it is a means of discipline and it is impossible to run a school without it. On the other hand, the research revealed that some

educators are not in favour of corporal punishment because they are aware of the government Corporal Punishment Regulation of 1979.

## **5.2.2 Experience of violence in the school**

### **5.2.2.1 Violence in the form of corporal punishment**

It was learnt from this study that violence in the form of corporal punishment is common in this school. It is administered in classrooms and also is used by male educators to harass girls who refuse to have sex with them. The study also revealed that some educators are aware that it is only the principal who is given authority by the government Corporal Punishment Regulation to administer corporal punishment for grave offences.

### **5.2.2.2 Physical violence in the form of bullying and fighting**

Participants revealed that bullying and fighting are experienced in this school under study. Furthermore, it was noted that these problems are experienced between learners of higher and lower Forms. Consequently, for younger learners the learning environment is not conducive to learning, particularly in their residences.

### **5.2.2.3 Sexual violence as gender-based violence**

The study confirmed that girls in this school experience sexual harassment at the hands of boys and male educators. It was noted that girls who cooperate with male educators are guaranteed to pass their final examination by being given extra marks.

### **5.2.2.4 Verbal violence**

The participants revealed that the problem of verbal violence is experienced in the school under study. The perpetrators are both learners and educators and the victims are girls, although sometimes girls also verbally abuse boys.



#### **5.2.2.5 Violence exhibited as stealing belongings**

The problem of stealing belongings is common in the school under study. Also it was noted that possibly, the main underlying cause of this problem is poverty. It also depends on the individual learner because it was revealed that sometimes learners from well-off families are involved in stealing, indicating that it was more of a criminal nature than a case of need.

#### **5.2.3 Measures to curb violence in the school**

##### **5.2.3.1 Learners' input about measures to curb violence**

The participants indicated that they are not in favour of measures taken by educators to discipline learners and to curb violence in their school. It was also noted that most measures used by educators create poor relationships between educators and learners, specifically corporal punishment was cited as an example. The learner participants revealed that the learning environment is not conducive for learners especially when corporal punishment is administered in the classroom in front of their classmates.

##### **5.2.3.2 Counselling services in the school**

It is interesting that the study found that very few educators use guidance and counselling as a means to discipline and curb violence in the school. Participants revealed that many educators lack skills in guidance and counselling. Furthermore, the study discovered that the application of alternative means to corporal punishment is very rarely applied in this school and the only disciplinary measure used is corporal punishment.

##### **5.2.3.3 Educating educators on how to deal with learners**

In the school under study, weekend seminars or workshops were conducted in order to help educators to deal with learners' problems. However, this approach focuses only on

educators, while other stakeholders (such as parents and learners themselves) who are very important in helping with discipline were not involved.

#### **5.2.3.4 Inconsistent use of corporal punishment**

The study revealed that many educators use corporal punishment because they believe it is the only means of discipline. Many educators are possibly ignorant of the government Corporal Punishment Regulation of 1979 and even the law of the country, because those who use it are not prosecuted.

#### **5.2.3.5 Suspension or expulsion of learners a last resort**

It was noted from this study that suspension is used by educators to discipline and curb violence in the school. For grave offences learners are expelled by the School Board, which has a mandate to do so.

#### **5.2.3.6 Dismissal of educators a last resort**

The participants revealed that the dismissal of educators who do not conform to school regulations is used in this school. There is evidence of four educators who have been dismissed because they were involved in incidences related to violence in the school, specifically sexual harassment.

### **5.3 RECOMMENDATIONS** ✓ 100%

These recommendations are based on the findings of the research. It is imperative for policy makers, educators, parents, learners and the entire community to address the problem of violence in schools.

### 5.3.1 Government and the education authority

- The government should review and reform the corporal punishment regulations and take appropriate steps against anybody who would violate them.
- In order to curb violence in schools, the Ministry of Education and Culture should collaborate with other groups such as parent associations and international organisations dealing with human rights, by designing programmes which would address the problem of violence in schools. Teachers and parents should be taught about child rights and human rights. ✓
- The Teachers' Service Commission must ensure that all educators abide by the educators' professional Code of Conduct by adhering to high morals and professional ethics. This should be done through induction and mentoring. ✓
- The government should introduce Moral Studies in schools in order to help to mould or change the behaviours of learners and to integrate moral values in every subject taught in schools. ✓
- The government, Ministry of Education and Culture and non-governmental organisations should run gender awareness workshops at schools for management, educators and parents in order to sensitize them about the problem of sexual harassment. ✓

### 5.3.2 Educators training institutions

- Teacher training institutions should emphasize modules such as Guidance and Counselling, Violence and Schools, Masculinity and Schooling, and Moral Education, in order to provide educators with the necessary knowledge and skills in these areas before they go to schools to teach.

### 5.3.3 School management ✓ (not)

- Must improve communication between learners and management and in that way ensure that corporal punishment regulations are maintained in the school.

- Must take deliberate steps to empower girls in their schools by introducing special programmes which will help change the culture of silence so that the girls can feel free to reveal all incidents of sexual harassment.
- Must involve learners in the decision making process such as creating a vision for the school, setting the rules of schools and classrooms, and solving discipline problems. ✓ mark
- Should develop whole school anti-bullying policies and empower learners through conflict resolution and assertiveness training. School policy
- Should increase adult supervision at key times especially during recess or lunch.
- Should develop a comprehensive intervention plan that involves all learners, parents, school staff in order to ensure that all learners can learn in a safe and fear-free environment.

#### **5.3.4 Educators**

- Women educators must improve their relationships with the girls by conducting meetings with girls and also visiting their residences frequently in order to learn about their problems.
- Educators should work with learners at class or dormitory level to develop rules against bullies.
- Educators should change their attitude of using corporal punishment as a means of discipline. Instead they have to be assisted to adopt other alternative means to corporal punishment.

#### **5.3.5 Learners**

- Learners should be given avenues within the school system to reveal all problems of violence instead of keeping silent about their experiences.
- Learners should be encouraged to assist other learners who are victims of bullies or sexual harassment.
- Learners should be taught to be assertive.

#### **5.4 LIMITATIONS OF THE STUDY**

The study was carried out in one school in Tanzania, which prohibited the study from getting extensive data. Time constraints affected the study because the researcher returned to Tanzania for only a short period to collect data. The researcher conducted the interviews with the educators in English and the focus group interviews with the learners in Swahili, so there may be a language limitation in respect of the educators' responses.

#### **5.5 RECOMMENDATION FOR FURTHER RESEARCH**

After exploring the perceptions of violence in a secondary school, it is important that further research be conducted in the following areas:

- What the community perceives as violence?
- Sexual harassment of girls in secondary schools.
- The effects of sexual harassment on girls' academic performance in secondary schools.
- Attitudes of various stakeholders to corporal punishment in secondary school.
- Boys' masculinities in secondary schools.
- The extent of bullying in a secondary school.
- The need for guidance and counselling in a secondary school.

#### **5.6 CONCLUSION**

This chapter has covered the conclusions, recommendations, limitations and recommendations for further studies. The study was initiated to explore and describe the perceptions of violence of educators and learners in a secondary school. It was also to generate recommendations in the form of guidelines, which would be useful to policy-makers, parents, teachers, learners and the entire community.

The study revealed that in the particular school the concept violence was not clearly defined by the entire community. Although various forms of violence were revealed by

the study, such as sexual harassment, corporal punishment, bullying and fighting, verbal violence and stealing the community appears to be unaware of the extent of this behaviour in the school. Disciplinary measures used by educators are not favoured by learners, particularly corporal punishment. It is important to note that the issue of violence in schools is complex, therefore in order to curb it, it is necessary to use a collaborative approach where the entire community will be involved including learners.

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## **APPENDIX A**

### **INTERVIEWS FOR EDUCATORS**

Topic: Perceptions of violence in a secondary school.

Place: Pommern Secondary School.

### **QUESTIONS FOR INTERVIEWS**

1. What is violence ?
2. Do you experience any form of violence in this school
3. What measures do you take in order to curb violence in this school?



## **APPENDIX B**

### **INTERVIEWS FOR FOCUS GROUP INTERVIEW FOR LEARNERS**

**TOPIC:** Perceptions of violence in a secondary school.

**Place:** Pommern Secondary school.

**Number of groups to be interviewed:** Six groups

The following question will be asked for all groups to initiate group discussion.

Swahili language will be used:

**QUESTION:**

(Nini maana ya unyanyasaji kwa mazingira ya shuleni pako?) What is violence in your school?



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**TO WHOM IT MAY CONCERN.**

This is to certify that **Mr L Mwahombela**, Student No. **203518210** is a full time MEd student at the University of Natal. He is currently going to Tanzania to do his Research.

Yours sincerely

DA Bell  
Assistant Admin Officer  
13 June 2003

## APPENDIX D

### 5.1 What the laws say about corporal punishment

#### THE NATIONAL EDUCATION (CORPORAL PUNISHMENT) REGULATIONS 1979

Made Under Section 60 (O)

1. These Regulations may be cited as the National Education (Corporal Punishment) Regulations 1979.

2. In these Regulations unless the context otherwise requires: "Corporal Punishment" means punishment by striking a pupil on his hand or on his normally clothed buttocks with a light, flexible stick but excludes striking a child with any other instrument or on any other part of the body. "Head of School" means any person in charge of a primary or a secondary School.

(1) Corporal punishment may be administered for serious breaches of school discipline or for grave offences committed whether inside or outside the school which are deduced by the Head of School to have brought or are capable of bringing the school into disrepute.

3. -(2) Corporal punishment shall be reasonable having regard to the gravity of the offence, the age, the sex and the health of the pupil and shall not exceed 6 strokes on any one occasion.

4. -(1) The Head of School in his discretion may himself administer corporal punishment or delegate his authority in writing to all or any members of his staff provided that the member or staff authorized may only act with the Head of School on each occasion when corporal punishment is administered.

(2) Female pupils may only receive corporal punishment from female teachers, except where there is no female teacher at the school in which case the Head of School may authorize in writing a male teacher to administer corporal punishment or may himself administer such punishment.

5. All occasions on which corporal punishment is administered shall be recorded in writing in a book kept for the purpose and such record shall state in each instance the name of the pupil, the offence 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 made and signed by the Head of School.

6. Refusal to accept corporal punishment either by a pupil or by a parent on the pupil's behalf may lead to the exclusion of the pupil in terms of expulsion and exclusion of pupils from schools' regulations made under the provision of the National Education Act, 1978.

N.A. KUHANGA  
Minister for National Education

Dar es Salaam 1st December 1979.