Stakeholders' Perceptions about the Use of Alternative Punishment in Maintaining School Discipline: A Case of Bagamoyo District, Tanzania

Ester Lumato [a] and Prospery M. Mwila [b*]

a Secondary School Education Officer, Bagamoyo District, Tanzania.
b St. Augustine University of Tanzania, Tanzania.

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

The finest environments for achieving academic performance are those with high standards for discipline. Because everyone is focused on the teaching and learning process, good discipline is crucial for creating a secure, respectful learning environment. The purpose of the study was to assess the perceptions of educational stakeholders about the use of Alternative Punishment in Maintaining Discipline in Secondary Schools in Bagamoyo District. This study was guided by three research objectives which were: to explore the perceptions of educational stakeholders about the use of corporal punishment in secondary schools, to identify the alternative punishments used to maintain students' discipline, and to describe the effectiveness of alternative punishments used by teachers in maintaining students' discipline. This study used a quantitative research paradigm under which cross sectional survey research design were employed. The sample included 112 secondary school students, 32 secondary school teachers, 8 discipline masters/mistresses, and 8 Heads of secondary schools from the sampled 8 secondary schools in Bagamoyo district. Data

Corresponding author: E-mail: Bapropsk@gmail.com;

were collected through interview guide, questionnaires, and documentary analysis guide. Data were analysed using descriptive statistics and content analysis. According to the results, using corporal punishment as the sole method of discipline in secondary schools is not seen negatively. The majority of participants rejected the notion that CP is a poor tactic. Additionally, it was determined that verbal warning, summoning parents, suspension, doing outside activities, and removing privileges were the common alternative punishments employed in schools in maintaining students' discipline. Furthermore, it was established that educational stakeholders have positive perceptions towards the use of alternative punishment as the most effective way of maintaining discipline in secondary schools. Based on the findings of this study, it is concluded that educational stakeholders in Bagamoyo district perceive alternative punishment as effective in maintaining students' discipline. The study recommended that teachers need to explore some other means of alternative punishment in order to effectively maintain school discipline.

1. INTRODUCTION

It is impossible to overstate the importance of discipline in education and children's moral development. Okumbe (1998) contends that all members of the institution should strictly adhere to the behavioural patterns required for maximum productivity to realize the vision and purpose of the organization. Similarly, Onderi & Odera [1] assert that students' efforts to meet high educational standards and receive a successful education depend on their ability to maintain a high level of discipline. Therefore, learning and teaching cannot proceed effectively without a disciplined environment, Hassan claims [2].

A system of rules and regulations that control children's behaviour and work to uphold law and order in schools is referred to as "school discipline." It seeks to make the classroom and school a secure and welcoming place for learning [3]. The finest environments for achieving academic performance are those with high standards for discipline. Because everyone is focused on the teaching and learning process, good discipline is crucial for creating a secure, respectful learning environment [4,5]. A child's ability to develop emotionally, socially, and morally depends on their level of discipline [6]. The old view of discipline was founded on the idea that children are naturally bad and need to have their badness controlled. Therefore, one of the most crucial elements that facilitates social organizations' efficient operation and helps them achieve their goals is discipline. Schools are social systems with two goals: first, they help students learn how to acquire knowledge, and second, they help students learn how to behave well. According to Dauso [7], discipline is the key to achieving good socialization of students into society.

According to Hyman, I. A. & Perone, D.C. [8], historically, school institutions have kept order among students by using corporal punishment. It is one of the oldest strategies that has been used since the classical civilizations in Egypt, Greece, Rome, and Israel. It was used for both judicial and educational control strategies; corporal punishment against children has received support for thousands of years from the interpretation of legal and religious doctrines [3]. In communist schools, corporal punishment was frequently administered in a systematic manner. In these schools, students are not just taught to follow orders from a central authority; they're also equipped for more than just administrative engagement [9]. The American Psychological Association outlawed physical punishment in schools in 1974. To oversee this, it created the Children's Right Task Force. The official recommendation to prohibit physical punishment in schools was made in a National Education Association study published during that time period. The practice of corporal punishment is harsh, degrading, and reinforces the idea that physical force can be used to resolve conflicts in the classroom. The advancement of human rights in society depends on the elimination of physical punishment and other cruel practises in our schools.

Despite the critical role that discipline plays in academic pursuit, there are worries about secondary school students' discipline in many regions of the world [10-13]. Mtsweni [11], students in many secondary schools around the world, show signs of dealing with growing-uprelated issues, as evidenced by the rise in

suicide, violence, emotional difficulties, behavioural issues, family issues, drug use, and teenage problems involving self-esteem, interpersonal relationships, and sexuality. Furthermore, according to Ndembu [10], the rise in unwelcome student behaviour reflected a scenario in which the GC services provided in Kenyan secondary schools did not live up to stakeholders in education's expectations. Despite the fact that CP has been accepted as a suitable strategy for fostering constructive discipline in educational institutions around the globe, worrying findings from research cast doubt on CP's effectiveness in classrooms.

Research from numerous nations demonstrates the severity of physical abuse students endure while being disciplined. There are sufficient data to conclude that using physical punishment on youngsters causes them to become more aggressive [14]. Children who have suffered corporal punishment become more aggressive toward their peers [15]. Instead of teaching children the lessons that are intended, corporal punishment may encourage the development of antisocial behaviour. The kids develop a spirit of rebellion as a result. Studies on corporal punishment suggest that it may hinder children's cognitive development. There is a link between using corporal punishment and having poor IQ scores [13].

Although the government has set a corporal punishment act against corporal punishment in 1979, the circular does not state any alternative penalty to students violating class rules and regulations. However, students' offences in the classroom have and continue to occur, and as stated above, some teachers have given up and let such offences go uncorrected. This study assumes that creative teachers in the field of education have, either singly or in school, developed alternative ways of punishing or correcting naughty children's behavior that helps maintain school discipline. Such new and harmless methods (innovations) will have worked positively for such isolated schools, but they are neither documented nor published for common usage by other schools. Therefore, this study assessed the perceptions of educational stakeholders about the use of Alternative Punishment in Maintaining Discipline in Secondary Schools in Bagamoyo District.

2. LITERATURE REVIEW

Punishment is merely one way to instil discipline, according to Ward [16]. It is important to teach students that punishment is a normal and comprehensible result of bad behaviour. According to Hyman and Perone (2009), punishment should include deliberate, disagreeable effects with the goal of favourably altering behaviour. The use of corporal punishment, which is inherently dehumanizing and brutal, promotes the idea that there is no problem that cannot be solved via violence in schools, particularly in the classroom.

The creation of a culture of human rights in the nation will need the outlawing of corporal punishment and other cruel practices in schools. Rights must, however, be used wisely. Making a distinction between discipline and punishment is truly important. The rationale behind punishment is the assumption that when kids suffer from bad behaviour, they will not do so again. This strategy causes quite some damage. Children who experience it feel hostile, antisocial, and violent. The U.N. The Committee on Children's Rights claims that using corporal punishment in schools is against the Convention on the Rights of the Child (Human Rights Watch, 1999).

Gershoff [9] argues that punishment is a means to correct students' undesirable behavior that has or is likely to bring unrest to the school community or disturb the desired learning environment. For purposes of harmony and a conducive learning environment, a school community sets, as a matter of principle, a set of rules and regulations that need to be observed and adhered to by both students and staff to maintain discipline and order in a school. These rules and regulations may, for example, define the expected dressing standards of clothing, timekeeping, punctuality, self-control, social behavior and work ethics.

Good school discipline is a result of rules and moral instructions that form behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. The aim of school discipline is, ostensibly, to create a safe and conducive learning environment in the classroom. In a classroom where a teacher is unable to maintain order and discipline, the climate for learning is diminished. When classroom order and rules are violated, then penalty becomes necessary.

Ward [16] argues that punishment improves school discipline, but if overused, punishment leads to an inability to concentrate and therefore retards learning. It erodes trust between pupils and teachers and sometimes makes some children drop out of school. Notwithstanding the

opposition from the parents, teachers who hold on corporal punishment as a correcting measure of students' discipline, the law on corporal punishment has remained unchanged, that is, the head of school or permitted teacher should administer corporal punishment. It is then not clear how teachers ensure that indiscipline is dealt with immediately as it happens if it is to follow the principles of controlling students' discipline more effectively.

In Tanzania, the use of corporal punishment in schools has its roots in the German colonial practices on students' discipline. It included the widespread canning of students whenever teachers perceived students to have broken school rules and norms but also when they were not performing well in their lessons. Gradually, CP became an accepted method of enhancing discipline in schools (received a high degree of cultural acceptance). A study by Maphosa [17] indicates that it is not only Tanzania and Bagamoyo district where teachers cling on to corporal punishment. The study revealed that most teachers in South Africa consider alternative methods to be time wasting. Teachers would spend weeks just trying to deal with the case of a child who is not doing his or her work at school. This takes much of the teacher's time and disturbs serious learners, as the teacher may not attend classes while attending disciplinary hearings or talking to parents summoned to the school.

Schools are regarded as the extension of the family where children are imparted with knowledge, skills and good attitudes for their future life. The secondary school level is a paramount preparatory ground for human resources in the various professional areas that are crucial in the development of the nation. Responsible people are likely to be produced from secondary schools where the ground of imparting knowledge and skills brings harmony to the school community. One could therefore assume that many of the leaders and experts who are working in different institutions in the country had successful education due to good discipline from the schools where they studied.

When school rules and regulations are violated by an individual or a group, punishment is sought to discourage the recurrence of such behavior. For instance, if the school regulation requires students to observe silence in the classroom and one student deliberately makes noise, it disturbs other students who want to concentrate on their studies. Such students are punished. Likewise, if a teacher was supposed to report for work at 8.00 AM does not appear until 10.00 AM, his absence is likely to cause many problems not only to the students in that class but also to other classes and to the whole school. The authority may have a right to punish the teacher to discourage late arrivals. Traditionally, punishment for students was corporal punishment, an infliction of pain often by strokes (hit, smack, spank or strike). In a sense, this may have been so because that was what parents also did with their children at home when their children committed crimes and parents were offended. Class teachers have therefore, at their convenience, administered corporal punishment to students because it is easy to administer and there are fewer follow-up responsibilities by the teacher thereafter.

Along with the great achievement obtained under the SEDP to increase the number of secondary schools and enrollment of students, school discipline ranks as one of the major concerns voiced by different educationists as a source of declining academic standards. Different strategies are used by teachers singly or as a school to maintain students' discipline. Surprisingly, the government and other educational stakeholders spend much of their time imposing strict measures against the use of corporal punishment, and no alternative punishments are given to teachers. This situation might have developed creativity in some individual teachers/schools in terms of how they handle students' discipline by using alternative strategies.

The available empirical studies tend to concentrate more on the effects of corporal punishment and how it helps to address the previous disciplinary cases instead of focusing on how discipline could be maintained. At the same time, the results obtained were inconsistent with regard to where the studies were conducted. Studies from developed countries (e.g., Blandford, [18]; Cotton, [19]) showed that parents were against CP, while studies in developing countries Muneja [20] and Khewu (2012) showed parents still prefer CP to be used in schools.

As a whole, most of the studies carried out on alternative punishment included either only primary school or both primary and secondary schools Khewu (2012), [20] The educational context in primary school may not be the same as that of secondary schools in terms of the

teaching and learning environment, age of the primary pupils and secondary students and even the facilitators. Therefore, the researcher found it important to carry out this study in secondary schools only to see the outcomes. Therefore, there were no attempts made to address the extent to which teachers in secondary school in Bagamoyo use alternative punishments in maintaining students' discipline. This is the gap in the literature that the present study was designed to address by assessing the perceptions of educational stakeholders about the use of alternative punishment in maintaining discipline in secondary schools in Bagamoyo District.

3. RESEARCH METHODOLOGY

This study used a quantitative research paradigm under which a cross-sectional survey research design was employed. This design was employed because of its ability and strength in handling a large area and a large sample, and it allows for multiple uses of data collection tools. The design was appropriate to collect data on the perceptions and opinions of the subjects of the study on the current status of events, individuals or procedures such as those on the effectiveness of corporal punishment from teachers' and students' perspectives. The sample included 112 secondary school students, 32 secondary school teachers, 8 discipline masters/mistresses, and 8

heads of secondary schools from the 8 sampled secondary schools in Bagamoyo district. Both probability and nonprobability sampling techniques were used to sample the participants. Data were collected through interview guides, questionnaires, and documentary analysis guides. The instruments were validated in terms of their content evidence of validity. These tools were checked for clarity, comprehensiveness, language and relevancy of the content and length of the instrument. To ensure reliability, the researcher employed the Spearman correlation reliability test where the statistical results were above $r \geq 0.7$, which implied that the tools were reliable and sufficient for the data collection process. The researcher used pseudonyms instead of the actual names of the participants during the data presentation. This ensured the anonymity and confidentiality of the study participants. Data were analysed using frequencies, percentages and means and standard deviation. The responses were presented in the form of tables using SPSS version 21.

4. RESULTS AND DISCUSSION

The research findings are presented and reported based on the three research objectives that guided this study.

Table 1. Distribution of students' responses on their perception of the use of corporal punishment in secondary schools

Statements	SD		A		DA		SD		U	
	f	%	f	%	f	%	f	%	f	%
1 Cp is best strategy to maintain good discipline	-	-	7	6.3	25	22.3	41	36.6	39	34.8
2 Cp is bad strategy	1	0.9	23	20.5	50	44.6	17	15.2	21	18.8
3 Students behave well if cp is used appropriately	18	16.1	15	13.4	24	21.4	13	11.6	42	37.5
4 Cp maintain good morals and academic standings	30	26.8	12	10.7	32	28.6	1	0.9	37	33.0
5 Cp make students afraid to bleach school rules	35	31.3	22	19.6	24	21.4	35	31.3	31	27.7
6 Cp increases students truancy	6	5.4	6	5.4	27	24.1	29	25.9	44	39.3
7 Cp must be prohibited	19	17	24	21.4	43	38.4	11	9.8	15	13.4
8 Cp creates enmity among students and teachers	-	-	20	17.9	30	26.8	21	18.8	41	36.6
9 If cp is a good strategy	18	16.1	43	38.4	22	19.6	8	7.1	21	18.8
10 Cp cannot be avoided in schools	6	5.4	18	16.1	20	17.9	31	27.7	37	33
11 Cp develops fear	-	-	15	13.4	43	38.4	18	16.1	36	32.1

4.1 The Perceptions of Educational Stakeholders about the Use of Corporal Punishment in Secondary Schools

The first research question sought to determine how students perceive the use of corporal punishment in secondary schools. Teachers' and students' respondents were asked to respond to statements using a five-point 11-item Likert scale of "strongly agree (SA)-5, agree (A)-4, undecided (U)-3, disagree (D)- 2, strongly disagree (SD) -1, and no response (NoRS). For negative statements, the order was reversed. Tables 1 and 2 show the frequency distribution of students' responses to items in the attitude scale.

The findings in Table 1 indicate that although government and educational activists would like corporal punishment to be prohibited in schools, nearly half (44.6%) of the students who took part in the study disagreed with the idea that CP is a bad strategy. Furthermore, 43% of students disagreed with the idea that corporal punishment should be prohibited in schools. Although students seemed not to oppose the use of corporal punishment, this does not mean that CP is effective; the majority (36.6%) of students strongly disagreed that CP is the best strategy to maintain discipline in secondary schools. Meanwhile, the majority (38.4%) of students disagreed that CP develops fear in students. This was further justified by the responses in item number 8 from the table above, where they were asked whether CP creates enmity among students. Nearly more than a quarter of students disagreed (26.8%), 18.8% strongly disagreed, and 36.6% of students were undecided. Less than a quarter (17.9%) of students agreed that CP creates enmity. This implies that the findings contradict what different literatures and different theories explain about CP. Mtsweni [11] questions the effectiveness of corporal punishment and underlines the side effects of corporal punishment, such as running away, fear of teachers, feelings of helplessness, humiliation,

aggression and destruction at home and at school, abuse and criminal activities. Lewis [21] also attributes corporal punishment to increased aggression and lower levels of moral internalization and mental health and adds that adults who were corporally punished when children are more likely to be criminals, be violent with their sexual partner, and spank their own children. Warioba's [22] impacts of corporal punishment on children at schools are academically, socially, emotionally, psychologically and physically. Corporal punishment causes poor attendance, school dropout and conflicts between teachers and children, which creates poor academic relationships between students and their teachers. The researcher sought out responses from teachers on the common methods used for the maintenance of good discipline in schools. The information obtained is summarized in Table 2.

The results in Table 2 show that both alternative punishment and corporal punishment were commonly employed by the teachers in maintaining students' discipline. The findings indicate that alternative punishments were reported to be commonly employed by 25% and very commonly employed by 53.3%, while CPs were reported to be very commonly employed by 34.4% and commonly employed by 37.5%. Fifty-three percent of teachers in secondary schools accepted that AP is very commonly used, and 34.4% of teachers in secondary schools very commonly used CP. However, the difference between the responses of the two samples of respondents (teachers and students) about which method is commonly employed by the teachers in school was not statistically significant—t(0.05) df 24 = -1.527, p =.140 or p > 0.05).

Similarly, when students were asked which method (Ap or Cp) was often employed by the teachers, they gave out the results, which are summarized in Table 3.

Table 2. Teachers' responses about the common methods used to maintain students' discipline in schools

	Very common		Common		Somewhat common		Uncommon		Very uncommon	
	F	%	f	%	F	%	F	%	f	%
Alternative punishment	17	53.3	8	25	4	12.5	-	-	3	9.4
Corporal punishment	11	34.4	12	37.5	9	28.1	-	-	-	-

Table 3. Students' responses about the common methods used to maintain student discipline in schools

Statements	Never		Sometimes		Often		Very often		Undecided	
	F	%	f	%	f	%	f	%	f	%
1. Alternative punishment	32	33.0	21	21.6	33	34.0	11	11.3	-	-
2. Corporal punishment	-	-	38	33.9	26	23.2	47	42	1	0.9

The results indicated that corporal punishment was indeed a common practice, particularly in all the surveyed schools. Contrary to the teachers' responses in Table 2, both methods (AP/CP) were commonly used. Students' responses in Table 3 show that CP was often used compared to alternative punishment, which was less often used. The results show that 33.0% of responses indicated that AP was never used, 21.6% used it only sometimes, 34.0% often used it, and 11.3% very often used it. On the other hand, CP was reported by 33.9% as used sometimes, 23.2% often, and 42% very often.

These data from teachers confirm the commonality of CP as a dominant form of discipline among teachers regardless of whether the school is under the alternative means to discipline projects. All head teachers also corroborated the above findings. Generally, they reported that CP was used even though there is a call to minimize its use in schools. They admitted using CP in their schools after all alternative means of solving problems had failed. Only 25% heads of schools were optimistic, claiming that generally, CP use in schools has decreased in Bagamoyo district and that, currently, more priority is given to alternative discipline techniques even though the government did not ban CP in schools.

Teachers who use corporal punishment argue that the power to control learners is taken away from parents and teachers. It is also critical to note that the reluctance of some teachers to accept the ban of corporal punishment could be emanating from their resistance to change in as far as conflict resolution is concerned. It may be that they are not prepared to change and learn new skills and thus experience frustration. Kivulu (2009) notes that there is a growing concern that some teachers are preoccupied and even obsessed with corporal punishment, as it persists in homes, but its effectiveness is still debatable.

Table 4. Teachers' responses on their perception of the use of corporal punishment in secondary schools

	Statements	SD		A		DA		SD		U	
		F	%	f	%	f	%	f	%	f	%
12	Cp is best strategy to maintain good discipline	-	-	7	6.3	25	22.3	41	36.6	39	34.8
13	Cp is bad strategy	1	0.9	23	20.5	50	44.6	17	15.2	21	18.8
14	Students behave well if cp is used appropriately	18	16.1	15	13.4	24	21.4	13	11.6	42	37.5
15	Cp maintain good morals and academic standings	30	26.8	12	10.7	32	28.6	1	0.9	37	33.0
16	Cp make students afraid to bleach school rules	35	31.3	22	19.6	24	21.4	35	31.3	31	27.7
17	Cp increases students truancy	6	5.4	6	5.4	27	24.1	29	25.9	44	39.3
18	Cp must be prohibited	11	9.8	24	21.4	19	17.0	43	38.4	15	13.4
19	Cp creates enmity among students and teachers	-	-	20	17.9	30	26.8	21	18.8	41	36.6
20	If cp is used wisely is a good strategy	18	16.1	43	38.4	22	19.6	8	7.1	21	18.8
21	Cp cannot be avoided in schools	6	5.4	18	16.1	20	17.9	31	27.7	37	33
22	Cp develops fear	36	32.1	15	13.4	43	38.4	18	16.1	-	-

Furthermore, the study was interested in determining teachers' perceptions of the use of corporal punishment employed in their schools. Table 4 presents the summary responses of teachers on their perceptions of the use of corporal punishment in schools.

The results in Table 4 indicate that teachers' responses concur with students' perceptions about the use of corporal punishment in secondary school. The majority (44.6%) of teachers disagreed that CP is a bad strategy. Similarly, the majority (38.4%) of the teachers strongly disagreed that CP must be prohibited, 24% agreed, 17% disagreed, and 9.8% strongly agreed. Again, the majority (38.4%) agreed that if CP is used wisely, it is a good strategy, and 16.1% strongly agreed. While 19.6% of teachers disagreed that even if CP is used wisely, it is not the best strategy. The results show that a large number (38.4%) of teachers strongly agreed that CP develops fear in students.

Although undecided responses outnumber acceptance/rejection responses, the overall data revealed that teachers use CP more frequently than alternative punishment to reform students' misbehaviour. This means that CP use in secondary schools is widely accepted in education and socially supported and even encouraged by teachers, parents and pupils. These findings concur with the literature by Muneja [20], who found that African cultures in the continent and the diaspora support the use of CP despite global changes in favor of its eradication. The perception of students and teachers on the use of CP was not statistically significant (F=0.5765, p=0.6339, which is greater than 0.05).

Additionally, the researcher was interested in determining how students perceive the effectiveness of corporal punishment in maintaining student discipline in school. Their responses are presented in Table 5.

Regarding the data analysed on the question "how effective is CP in maintaining students' discipline", the results in Table 5 show that students generally expressed a negative perception of the use of CP to discipline students in secondary schools. The majority (34.0%) of students indicated that corporal punishment is very ineffective (29.9%) said it is an ineffective strategy, while 22.7% said it is very effective and 11.3% said it is effective. This shows mixed perceptions of students towards the use of CP in schools. While students disagreed that the method was not effective, teachers perceived the alternative punishments as ineffective and were feeling disempowered in their ability to institute discipline in schools in the absence of corporal punishment.

According to the results of this objective, using corporal punishment as the sole method of discipline in secondary schools is not seen negatively. The majority of participants rejected the notion that CP is a poor tactic. This suggests that the data contradict the explanations for CP provided by many works of literature and theories. For instance, Mtsweni [11] questions the efficacy of corporal punishment and emphasizes its negative consequences, which include running away, teacher dread, and feelings of helplessness, humiliation, anger, and destruction at home and at school, as well as abuse and criminal activity. Lewis [21] adds that adults who receive corporal punishment as children are more likely to commit crimes, be aggressive with their partners, and spank their own children. He also links corporal punishment to higher aggression, lower levels of moral internalization, and poorer mental health.

4.2 The Alternative Punishments Used to Maintain Student Discipline in Secondary Schools

The researcher sought to determine the alternative punishment employed by teachers in controlling students' discipline. The information obtained is summarized in Table 6.

Table 5. Distribution of students' responses on the effectiveness of CP in maintaining discipline

	Frequency(f)	Percentages (%)
very ineffective	33	34.0
Ineffective	29	29.9
Effective	11	11.3
very effective	22	22.7
Total	97	100.0

Table 6. Distribution of students' responses on the alternative punishment employed in maintaining good discipline in school

Statements	Very effective		Effective	Somewhat effective		Very ineffective		Undecided	
	F	%	%	f	%	f	%	f	%
1 Verbal warning	15	13.5	51	45.5	18	16.1	4	3.6	24	21.4
2 Suspension	1	0.9	10	8.9	26	23.2	51	45.5	24	21.4
3 Exclusion	1	0.9	29	25.9	26	23.2	11	9.8	45	40.2
4 Pinching	1	0.9	18	16.1	49	43.8	18	16.1	26	23.2
5 doing outside activities	1	0.9	18	16.1	49	43.8	18	16.1	26	23.2
6 removing privileges	33	29.5	1	0.9	37	33	41	36.6	-	-
7 fining	14	12.5	35	31.3	21	18.8	42	37.5	-	-
8 kneeling	12	10.7	51	45.5	20	17.9	29	25.9	-	-
9 Use assertive rules	58	51.8	12	10.7	27	24.1	15	13.4	-	-
10 Threats	7	6.3	22	19.6	38	33.9	34	30.4	11	9.8

The results in Table 6 indicate that among the alternative punishments used in schools, verbal warning and kneeling were more effective in maintaining good discipline. The majority (45.5%) of students' responses indicated that the later strategies were reported to be effective. The use of assertive rules was another alternative punishment that received more responses (51.8%) as the most effective strategy to be used when dealing with students' discipline. The responses support reality therapy theory, which sees teachers as responsible for guiding students to choose their own right behavior by making students sign an agreement to follow given rules; otherwise, the students will follow the negative consequences. Teachers must consider feelings of their own and those of the students without taking any one for granted. However, it might take longer to deal with students' indiscipline if the teacher is to ensure that there is balanced consideration of the feelings before controlling the students' discipline. Suspension (45.5%), removing privileges (36.6%), fining (37.5%) and threats (30.4%) were rated very ineffective by the majority of respondents in the maintenance of student discipline.

The researcher sought to determine the alternative punishment employed by teachers in controlling students' discipline. The information obtained is summarized in Table 7.

According to the results in Table 7, the alternative punishments were regarded as effective by the teacher respondents. Doing outside activities was reported by 40.6% responses as effective, use of assertive rules was reported very effective by 43.8%, and 21.1%somewhat effective. This is in line with Businei (2012), who carried out a study in Kenya and found that educators and parents require students to write statements describing the negative effects of their behavior or to apologize for mistakes they have made. It can be argued from these findings that teachers may

Table 7. Distribution of Teachers' responses on the alternative punishment employed in maintaining good discipline in school

Statements	Very effective		Effective		Somewhat effective		Very ineffective		undecided	
	F	%	f	%	F	%	f	%	f	%
1 Verbal warning	-	-	12	37.5	15	46.9	5	15.6	-	-
2 Suspension	4	12.5	11	34.4	17	53.1	-	-	-	-
3 Exclusion	-	-	-	-	19	59.4	2	6.3	11	34.4
4 Pinching	-	-	17	53.1	11	34.4	-	-	4	12.5
5 doing outside activities	7	21.9	13	40.6	9	28.1	3	9.4	-	-
6 removing privileges	19	59.4	4	12.5	8	25	-	-	5	15.6
7 fining	-	-	-	-	9	28.13	23	71.9	-	-
8 kneeling	-	-	9	28.1	15	46.9	8	25	-	-
9 Use assertive rules	14	43.8	11	34.4	7	21.9	-	-	-	-
10 Threats	-	-	6	18.8	10	31.3	6	18.8	10	31.3

remove privileges as a strategy that received high ratings (59.4%) was most effective. Fining was rated by the majority of teachers (71.9%) as a very ineffective strategy, while 28.1% said it was somewhat effective. None of the teachers regarded fining as an effective strategy to maintain good discipline of students. Exclusion was rated 59.4% as somewhat effective.

The responses obtained from interviews with the heads of schools revealed that the most common method taken against incidences of repeated misbehaviour was suspension from school. Other techniques pointed out included total dismissal from school and the use of corporal punishment. It implied in this response that some of the methods of solving disciplinary problems in schools are not necessarily AP or CP. Therefore, the types of methods of solving disciplinary problems are determined as prevailing circumstances. It may also be argued that the definition of indiscipline depends on the context in which misbehavior has occurred.

This objective has shown that the typical alternative punishments used in schools to preserve students' discipline were verbal warnings, suspension from school while participating in extracurricular activities, and removal of privileges. The use of corporal punishment and complete expulsion from school

were two further methods mentioned. This comment emphasized that not all disciplinary problem-solving strategies in schools are inherently AP or CP. As a result, the procedures used to resolve disciplinary issues are decided by the current situation. The replies support the reality therapy idea, which holds teachers accountable for assisting students in choosing the proper conduct by having them sign a contract promising to obey instructions or face the consequences. Without assuming anything about anyone, teachers must take into account their own feelings as well as the feelings of the students. However, if the instructor wants to make sure that there is a balanced consideration of the sentiment before regulating the students' discipline, it could take longer to deal with the students' indiscipline.

4.3 Effectiveness of Alternative Punishments Used by Teachers in Maintaining Students' Discipline in Secondary Schools

The study sought to determine how effective alternative punishments were used by teachers. To gather these data, the study wanted to describe how students perceive the use of alternative punishment in school. The responses are summarized in Table 8.

Table 8. Students' perceptions about the use of alternative punishment in school

Statements	Strongly agree		Agree		Disagree		Strongly disagree		Undecided	
	F	%	F	%	f	%	f	%	f	%
1 Alternative punishment is best strategy to maintain good discipline	35	31.3	22	19.6	14	12.5	41	36.6	41	36.6
2 Ap is bad strategy	-	-	17	15.2	24	21.4	46	41.1	25	22.3
3 Ap creates friendship with students	14	12.5	58	51.8	10	8.9	-	-	30	26.8
4 Ap maintain good morals and academic standings	5	4.5	10	8.9	35	31.3	31	27.7	31	27.7
5 Ap make students afraid to bleach school rules	-	-	31	27.7	30	26.8	23	20.5	28	25
6 Ap outcome last longer	25	22.3	31	27.7	10	8.9	24	21.4	22	19.6
7 Ap must be prohibited	25	22.3	-	-	47	42	22	19.6	18	16.1
8 Ap creates enmity among students and teachers	8	7.1	6	5.4	42	37.5	15	13.4	40	35.7
9 Ap cannot be used in large population	-	-	12	10.7	43	38.4	17	15.2	40	35.7
10 Ap cannot be avoided in schools	6	5.4	18	16.1	20	17.9	31	27.7	37	33
11 Ap develops fear to students	7	6.3	13	11.6	37	33	19	17	36	32.1

Table 8 contains results from the students whose perceptions of the use of AP in schools were identified and summarized. Although students seemed to be on dilemma in saying what they perceived about the use of alternative punishment in school, more than half of the respondents (41.1%) strongly disagreed, and 214% disagreed that alternative punishments are bad strategies just as they responded for the corporal punishment in the previous analysis. Meanwhile, a large number of students, 31.3%, strongly agreed and 19.6%, agreed that AP is the best strategy for maintaining good discipline in school compared to a slightly small number, (12.5%) who disagreed and (36.6%) strongly disagreed. The majority of students (51.8%) agreed that Ap creates friendship among teachers and students, and 12.5% strongly agreed. This goes hand in hand with the majority of students (37.5%) who disagreed that AP creates enmity among students and teachers, and 33% of students said AP does not develop fear in students.

Wolfgang (2005) emphasizes that it is important for teachers to alternate their disciplinary practices to suit a particular problem. This means that the teachers need to work on their "response predictability" or explore some other alternatives to change the behavior and obtain the desired behavior; that is, if the learner knows that if she behaves in this manner, then she will receive this sanction. This sanction may no longer act as a deterrent to the learner, so the teacher's response must change at times. An example is that if corporal punishment is used continuously, learners tend to get used to it, and as a way of retaliating, may vow not to show any emotion when the teacher is beating her, as showing an emotion is sometimes seen as a sign of weakness, especially as far as boys are concerned. This suggests that the use of a variety of sanctions would probably prove more effective in the long run.

After describing how students perceived the use of alternative punishment in school, the study sought to determine how effective the alternative punishments were used by the teachers, and the responses collected are summarized in the respective tables.

Table 9. Distribution of students' responses about the effectiveness of alternative punishment in maintaining students' discipline in school

Statements	Most effective		Effective		Not effective		Least effective		Undecided	
	f	%	F	%	f	%	f	%	f	%
1. Easy to administer	-	-	-	-	38	33.9	73	62.2	1	0.9
2. Promote self esteem	7	6.3	17	15.2	64	57.1	38	33.9	3	2.7
3. Create friendship	37	33.0	29	25.9	21	18.8	9	8.0	16	14.3
4. Make student understand his/her behavior	15	13.4	27	24.1	35	31.3	31	27.7	38	33.9
5. Allow shape of behavior even in absence of the teacher	18	16.1	43	38.4	3	2.7	29	25.9	34	30.4
6. Inculcate life skills	25	22.3	31	27.7	10	8.9	24	21.4	22	19.6
7. Build respect	50	44.6	36	32.1	16	14.3	-	-	10	8.9
8. Consider students culture traditions	46	41.1	21	18.8	16	14.3	10	8.9	19	17.0
9. Contingent to school environment	-	-	33	29.5	26	23.2	12	10.7	41	36.6
10. Retain students status quo	-	-	31	27.7	25	22.3	39	34.8	17	15.2
11. Prevent students loosing lessons	29	25.9	69	61.6	12	10.7	-	-	2	1.8
12. Consider child's home background	-	-	22	19.6	46	41.1	23	20.5	20	17.9
13. Consider health of students	48	42.9	48	42.9	-	-	-	-	29	25.9
14. Make teachers strict	-	-	23	20.5	46	41.1	10	8.9	33	29.5

The results in Table 9 indicate that students supported alternative punishment as effective in creating academic friendship among teachers and students. Half of the respondents supported alternative punishment to be used in school, where 33% rated it as most effective and 25.9% said it is effective. The majority of students also supported that AP shapes the behavior of students even in the absence of the teacher, represented by 38.4% said it is effective, while 16.1% said it is very effective. The responses were in line with Okumbe [23], who found that an increase in arts discipline means that strategies and techniques of maintaining discipline in schools are effectively employed.

Other items in Table 9 that were highly supported by the students who took part in the study were AP inculcates life skills to students where 22.3% students said very effective, and 27.5% said effective. In building respect among students and teachers, 44.6% said they were very effective,

and 32.1% said they were effective. Furthermore, the majority of students said AP considered student culture, 41.1% said it was very effective, and 18.8% said it was an effective method. Regarding preventing students from losing lessons, 69% said it was very effective, and 25.9% said it was effective. However, Ap was regarded as a method that is not easy to administer since 33.9% said it is ineffective and 62.5% said it is least effective. The promotion of self-esteem was also rated ineffective by 57.1% and least effective by 33.9%. The responses are contrary to Maphosa [17], who argues that alternative punishment inculcates learners with positive self-esteem, which makes them feel valued and independent in school and helps to foster cooperation and responsibility. Positive discipline creates a climate that promotes self-discipline because the child has positive self-esteem and is therefore better able to maintain self-control. This implies that students should realize that they are solely responsible for appropriate behavior. Discipline

Table 10. Distribution of teachers' responses on the effectiveness of alternative punishment in maintaining students' discipline in school

Statements	Most important		Important		Not important		Least important		Undecided	
	f	%	f	%	f	%	f	%	f	%
1. Easy to administer	-	-	11	34.4	10	31.3	4	12.5	7	21.9
2. Promote self esteem	-	-	8	25.0	8	25.0	6	18.8	10	31.3
3. Create friendship	-	-	15	46.9	6	18.8	-	-	11	34.4
4. Make student understand his/her behavior	11	34.4	6	18.8	6	18.8	3	9.4	6	18.8
5. Allow shape of behavior even in absence of the teacher	4	12.5	14	43.8	7	21.9	-	-	7	21.9
6. Inculcate life skills	-	-	7	21.9	-	-	12	37.5	13	40.6
7. Build respect	-	-	-	-	11	34.4	14	43.8	7	21.9
8. Consider students culture traditions	1	3.1	13	40.6	11	34.4	-	-	7	21.9
9. Contingent to school environment	8	25	13	40.6	6	18.8	3	9.4	-	-
10. Retain students status quo	-	-	14	43.8	2	6.3	-	-	16	50
11. Prevent students loosing lessons	4	12.5	21	65.6	-	-	-	-	7	21.9
12. Consider child's home background	6	18.8	26	81.3	-	-	-	-	-	-
13. Consider health of students	9	28.1	14	43.8	-	-	-	-	9	28.1
14. Make teachers strict	-	-	7	21.9	9	28.1	12	37.5	4	12.5

solely from a position of power teaches learners that they only have to behave when someone is around to punish them. Regarding making teachers strict, 41.1% said AP is not effective, while 8.9% said it is very ineffective. Good discipline and learning are two aspects that depend on each other to bring effective outcomes in schools.

Table 10 shows the findings of the responses obtained from the respondents about the effectiveness of alternative punishment in maintaining student discipline in school.

The results in Table 10 indicate that except for easy administration of AP, promotion of self-esteem and making teachers strict were rated as ineffective. Apart from the results complying closely with teachers responses are also in line with Hassan [2] who conducted a study in Zanzibar and found that AP in schools under the alternative means to discipline project had higher scores (better results) for all four years than those pupils from schools not under the alternative means to discipline project. During two years of application of alternative means to discipline project, the results (scores) of schools under the alternative means to discipline project continued to be better compared to those of pupils in schools using CP as discipline instrument.

The administration of alternative punishments has been identified as a factor (55%) that makes a particular technique effective. The use of alternative punishment has been repeated in many aspects concerning the maintenance of discipline in schools. School culture was also reported as an important factor 13 (40.6%), while 8 (25%) said it was very important in maintaining students' discipline effectively. This finding on the effectiveness of alternative punishments complies with the study by Mosha [24] that changing the school culture to adapt to new changes may result in problems in many organizations.

Furthermore, the researcher sought to determine the alternative strategies employed by the teachers in maintaining students' discipline. The responses are summarized in Table 11.

When students were asked about the alternative punishment that they would prefer to be used in school, the responses in Table 11 were given.

The assertive rules were recommended by the majority (22.7%) of students. In assertive rules, students must put into writing any fault committed in school. Another AP suggested was verbal warning (22.7%) and suspension (41.2%). Removing privileges was given very low responses (12.4%). The results concur with the information from the heads of schools interviewed, where it was revealed that the most common method taken against incidences of repeated misbehavior was suspension of students from school. Similarly, Busienei [3] commented that teachers should impose nonphysical disciplinary measures as an alternative to beatings. This implies that a teacher must employ alternative punishments, such as requiring students to write statements when they misbehave. Teachers may also require the culprit to apologize for their mistakes in front of the class to warn the students from misbehaving.

When asked their suggestion to avoid corporal punishment, the heads of schools suggested that the number of students in classes should be reduced; the students should be provided with an economically, psychologically and physiologically secure life; they should be made aware of the importance of education in their future and be advised to act accordingly. They also pointed out the necessity of family education and integration programs.

The teachers mostly complained about the cuprite of the students and their impertinence. They suggested that students should be given more activities to do (13.8%) to make them understand the importance of the school. They supported the teachers in their efforts to make the students more successful instead of wasting more time canning them when they do poorly at school, as this would encourage them not to take school seriously. The necessity of providing mentors in schools was also highlighted (24.25%). Teachers' findings concurred with students' responses, where the use of assertive rules (27.6%) was also suggested by the teachers and suspension (17.2%). Although teachers suggested removing privileges 15.6% as one of the alternative privileges, students did not support it as a suitable punishment. Similarly, removing privileges such as sports, outings and watching movies was suggested as an alternative strategy by teachers, represented by 17.2%.

Table 11. Distribution of students' responses on the alternative punishment to be used in schools

	Frequency(f)	Percentages (%)
Removing privileges like outings, watching TV	12	12.4
Use of verbal warning	22	22.7
Suspension	40	41.2
Students putting into writings that he/she will follow rules	23	23.7

Table 12. Distribution of teachers' responses on the alternative punishment used in secondary schools

	Frequency(f)	Percentages (%)
Doing activities outside class	4	13.8
Suspension	5	17.2
Removing privileges like sports, outings and watching movies	5	17.2
Students putting into writing that he/she will follow rules	8	27.6
Providing mentor	7	24.1

Teachers suggested that there should be in-service training on methods of classroom discipline. Most teachers admitted that of knowledge on positive discipline methods and how children learn. Teachers believed that corporal punishment was necessary and effective in managing school discipline. These findings are in agreement with Muneja [20], who pointed out that the majority of students and teachers were unaware of the national laws restricting corporal punishment in schools. It can be deduced from this response that there are different responses from teachers and students. The different responses may be due to the nature of the respondents. One is a student who would like to defend their rights to get news, while the other is a guardian/teacher whose position is more authoritative than the student. It can therefore be argued that the two had two different interests to defend.

The findings from this objective's analysis showed conclusively that educational stakeholders view alternative punishment as the most efficient means of upholding discipline in secondary schools. Many facets of maintaining discipline in schools have been documented to involve alternative punishment. According to reports, school culture is a key component of successfully maintaining student discipline. This conclusion on the efficacy of alternative sanctions is consistent with a study by Mosha [24] that found that altering school culture to accommodate new developments may cause issues in many organizations. The findings are in accordance with those of Hassan [2], who conducted research in Zanzibar and discovered that alternative punishment was seen as the most effective method of project discipline.

5. CONCLUSION AND RECOMMENDATIONS

The conclusion is based on the overall findings of the study, while the recommendations are based on both the findings and conclusion of the study.

5.1 Conclusion

Based on the findings of this study, it is concluded that educational stakeholders in Bagamoyo District perceive alternative punishment as effective in maintaining discipline in secondary schools in Bagamoyo District. Educational stakeholders are familiar with corporal punishment; they perceive it as not a bad strategy but also not the best strategy, especially when used as the only strategy. Alternative punishments are employed by teachers less often than corporal punishment. Verbal warning, summoning parents, doing outside activities, kneeling down, and the use of assertive rules are mostly preferred by teachers as modes of alternative punishment in secondary schools in Bagamoyo district.

5.2 Recommendation

Teachers' trainees should be adequately equipped with alternative methods of controlling students' indiscipline. They should be taught the importance of alternative punishment. Additionally, there is a need for the government to deliberately organize seminars, conferences,

workshops and other symposiums where experts can be invited to induct teachers on modern issues and changes in education as far as discipline is concerned.

The ministry, through District Education officers, should cooperate with school leadership to organize seminars, conferences, workshops and other symposiums where experts can be invited to talk to teachers on the modern ways and changes in education as far as discipline is concerned. Moreover, heads of secondary schools should keep in touch with parents through parent meetings, seminars and letters to make them aware of the use of alternative punishment.

COMPETING INTERESTS

The authors have declared that no competing interests exist.

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