

Teachers familiarity and preference in the use of different strategies for managing deviant behaviors in primary schools in Tanzania

Hilary Daniel Bitwaye

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University of Dar es Salaam, School of Education, 2009

This study was set out to explore teachers' familiarity and preference in the use of different strategies for managing deviant behaviors in primary schools in Tanzania. The study was conducted in Kasulu district in Kigoma region. It was guided by two objectives. The first objective intended to assess teachers familiarity with the use of non punishment, non physical punishment, or non physical punishment strategies for managing deviant behaviors. Data were collected by using questionnaires, and interview schedules. Stratified sampling was employed, whereby schools to be involved in the study were selected strategically. A total of 75 teachers from six schools were involved in the study. Head teachers were subjected to interview while regular teachers responded to questionnaires. The study showed that teachers were familiar with use of different strategies for managing deviant behaviors. It was also found that teachers were less familiar with non physical punishment strategies to any other strategy for managing deviant behaviors varied with sex, age, and length of working experience. Later, the study recommended that further study should be conducted, to assess if teachers possessed the necessary skills which can enable them to use different strategies for managing deviant behaviors, and that content areas concerning different strategies for managing deviant behaviors should be part and parcel of teachers' education curriculum.