

Teachers ability to match types of punishment with the level of severity of discipline problems in secondary schools in Tanzania

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The present study investigated teachers' ability to match types of punishment with the level of severity of discipline problems in schools. Specifically, the study focused on six purposively selected secondary schools in Dar es Salaam, region. The sample included 240 teachers and 6 heads of schools. The study employed a closed ended questionnaire and semi structured interviews. A questionnaire which had two independent parts was administered to teachers and an interview schedule to heads of schools. Part A of the questionnaire comprised of 20 discipline problems and each had three possible types of penalties. All twenty discipline problems were grouped into three levels namely, "not serious", "serious", and "very serious". Also, Part B comprised of 25 types of penalties. These were grouped into three categories namely, "physical", "non physical", and "non punishment". Respondents were asked to indicate the level of the usage of each category as 'be Used More Often', 'sometimes be Used', 'Rarely be Used' or 'Not to be used at all'. The study found that the ability to match types of punishment with the severity of discipline problem consistently changed with the level of severity of a discipline problem. The higher the severity of the discipline problem, the higher was the accuracy to match types of punishment and discipline problems did not differ significantly with sex, professional grade, and years of teaching experience, but it was revealed that most teachers preferred non punishment methods in handling discipline problems.