

An Exploratory Study of Corporal Punishment by Teachers in Zimbabwean Schools: Issues and Challenges

Almon Shumba^{1*}, Amasa Philip Ndofirepi^{2} and Martin Musengi^{2***}**

*¹School of Teacher Education, Faculty of Humanities, Central University of Technology,
Free State, Bloemfontein 9300, South Africa*

E-mail: ashumba@cut.ac.za and almonshumba@yahoo.com

²Wits School of Education, Johannesburg, South Africa

*E-mails: **<amasa.ndofirepi@wits.ac.za> and ***<Martin.musengi@students.wits.ac.za>*

KEYWORDS Corporal Punishment. Beating. Pupils. Schools. Perpetrators' Files. Zimbabwe

ABSTRACT This study sought to explore the issues and challenges faced by teachers on use of corporal punishment in Zimbabwean schools. A case study design that is mainly qualitative in nature with some aspects of the quantitative approach was used in this study. Data were collected manually from the perpetrators' files kept at the Masvingo regional offices. The study found 17 cases of unauthorised corporal punishment in schools reported to the Ministry of Education, Sport and Culture in Masvingo region of Zimbabwe. Data were analysed using percentages and tables. The study found 17 cases of unauthorised corporal punishment were committed by teachers. These findings are merely a-tip-of-the-iceberg because most cases of corporal punishment are never reported to the authorities by the victims for fear of reprisals by the perpetrators. The implications of the findings were discussed in detail in the study.