

**Effectiveness of The Strategies used by School Administration in Protecting Children From Physical Abuse in Public Secondary Schools in the Kilimanjaro Region, Tanzania**

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**ABSTRACT:** *This study examined the effectiveness of strategies used by school administration in protecting children from physical abuse in public secondary schools in the Kilimanjaro region, Tanzania. This was a study guided by the systems theory and approach by Bertalanffy, (1968). The theory articulates a set of specific structures, functions, capacities, and other related system components including input, process, and output. This study employed convergent mixed methods design which intended to collect both quantitative and qualitative data in one phase. Stratified, convenient, and purposeful sampling techniques were used to determine the study sample which consisted of 427 respondents. Questionnaires and an interview guide were used to collect the required information. The collected data were analyzed by descriptive statistics and inferentially using ANOVA. Tables, charts, narrations, and schemes of code were used to present the study findings. The study findings show that the strategies can be effective if they are used well, the most effective strategies were; Guidance and Counseling, Involvement of Stakeholders, Well informed Administration, and the Use of Child Policy, Law, rule, and reregulation. Other strategies suggested were the introduction of Life skill education, home visitation, and the use of student council. The study concluded that the strategies used by school administration in protecting children from sexual abuse are effective, however with some challenges that can be solved. The ANOVA findings conclude there are no significant differences between teachers' mean scores on rating the effective strategies used in protecting children from physical abuse based on years of experience. The study recommends Ministry of Education, Science and Technology should ensure effective and efficient use of existing strategies while ensuring close supervision and monitoring to reduce sexual abuse. But also in-service training should be done for all District Education officers, Heads masters/mistresses, and Discipline masters/mistresses, and lastly, teacher education programs in colleges and universities should be designed to ensure child protection is given priority.*

**KEYWORDS:** strategies, school administration, physical abuse, school children, secondary school

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## INTRODUCTION

Since the adoption of the UN Convention on the Rights of the Child (UNCRC) in the 1990s and the African Charter on the Rights and Welfare of the Child (ACRWC), there has been remarkable

progress in making children's issues integral to development initiatives at global, regional, and national levels. Most African countries now consider children's rights and well-being in their national development (UNICEF, 1989). The Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, and the International Labor Organization's Convention and International Social Security Standards establish or recognize child security and child protection as a universal (human) right and as a means for States to protect their most vulnerable children worldwide. According to various child protection development agencies, for example, UNICEF, Child protection is now widely recognized as an economic and social necessity that contributes to promoting sustainable development, inclusive growth, and social cohesion. ILO, (2019) has also acknowledged that the international consensus on the importance of child protection in development is reflected because many millions of children all over the world are subjected to violence in their everyday lives. Such violence takes place in homes, in families, in schools, in institutions, and on city streets where they can be subject to all manner of violence, whether in the form of beating, bullying, corporal punishment, sexual violence, or even murder. Similarly, UNICEF (2012), argues that most forms of violence manifest in inter-connected ways in children's lives falling across settings including the home, residential institutions, schools, online, and in the community. Figure 1 shows the summary statistics of the Global burden of violence against children surveyed in 2015.

**Figure 1: Global burden of violence against children, 2015**

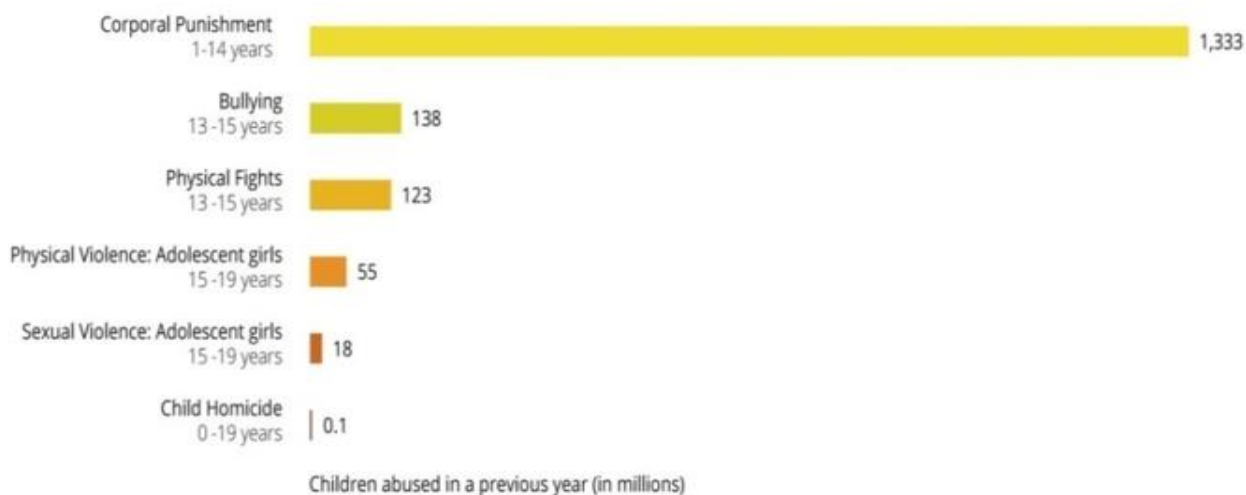


Figure 1 shows the global burden of violence against children in terms of million and based on corporal punishment 1,33, bullying 138, physical fights 123, physical violence; adolescent girls 55, sexual violence adolescent girls 18, and child homicide 0.1. This shows how really child abuse is taking place in the world. Corporal punishment leading which in hand led to physical abuse.

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The strategies that could be introduced to curb violence against children can be through policies, legal provisions, and specific programs that are responsive to the needs of the community. Education ministries worldwide have laws and policies that have been enacted to address school discipline and teachers' conduct. The empowerment of programmers to address issues of physical abuse has also increased worldwide. Several practices have been put in place to address physical abuse in schools such as the establishment of guidance and counseling units. These practices include training of educators, intervention measures to improve safety in schools as well as the community, and creating awareness among teachers among other approaches (Plan, 2009).

Furthermore, investments in child protection in terms of personnel, availability of resources, and intervention measures are also inadequate, while strategies and systems used are short-term. However, it is critical to have investments in protecting children by coming up with new or improving on the existing strategies and policies and having a quick implementation response aimed at eliminating violence in the communities. (Yan, 2009). In addition, some intervention areas have received more attention than others, such as school-based interventions where guidance and counseling, and life skills education are in place and especially enshrined in the curriculum.

Available interventions have been focusing on aftercare for victims with little funding for the prevention of violence, while girls empowerment strategies developed to combat violence be effective in addressing the plight of girls and women (Kelleretal,2015). The majority of these strategies work on their own and mostly address one or two forms of violence. In addition, these strategies have not been scaled up to other areas and their impact level has not been evaluated (Leach et al. 2013).

### **Statement of the problem**

While significant steps have been taken to improve the legal framework for the protection of the rights of children in Tanzania, many children are still vulnerable to violence, neglect, abuse, and exploitation (Tanzania VAC National Survey, 2009; Hakielimu, 2017). Available statistics have shown that there is physical violence; 72% of girls and 71% of boys experience being punched, whipped, sexually abused, kicked, or threatened with a weapon like a knife by a relative/guardian. Furthermore, statistics also show that 78% of girls and 67% of boys have been abused by teachers either by being punched, sexually harassed, or physically kicked or whipped (Tanzania VAC National Survey, 2019c). Accordingly, the baseline survey was done on gender balance in the Kilimanjaro region (2013), also reported physical abuse in Rombo, Hai, Mwanza, Same, Moshi District Council, Moshi Municipal, and Siha Districts Communities of the Kilimanjaro Region. Furthermore, the nature of the problem of physical abuse has not been adequately investigated and has little collective intelligence on data for best practices in place on strategies and responses to support victims or survivors of abuse. Most of the studies done mainly focused on short-term strategies while we need long-term. This study, therefore, sought to determine the strategies used by School Administration in protecting children from physical abuse in Secondary Schools in Kilimanjaro Region.

### **Research Questions and hypothesis**

This study was guided by one research question and one hypothesis:

1. Effectiveness of the strategies used by school administration in protecting children from physical abuse in public secondary schools in the Kilimanjaro region?

H<sub>1</sub> 1: There is a significant difference between teachers' mean scores on the rating of strategies used by school administration in protecting children from physical abuse in public secondary schools based on years of experience.

### **Theoretical framework**

This was a study guided by the systems theory and approach by Bertalanffy, (1968). Open systems theory is anchored in the thinking, conception, and perception that organizations are always strongly influenced by inter – intra and extra environments which shape their respective organizational structures, systems, and overall organizational behavior intermittently, influencing organizational health, performance, and development. Systems theory is imperative for school administrators to improvise and/or think of ways of protecting children from various kinds of abuse; the different problems to meet child protection may be successful with the use of the system theory approach. The theory was adopted for its strength and ability to synthesize and bring together various elements and strategies for protecting students from physical abuse within a single system. The theory articulates a set of specific structures, functions, capacities, and other related system components including input, process, and output. The various strategies for solving and addressing physical abuse in secondary schools in the Kilimanjaro region need to be assessed and brought together within a single system for conceivable solutions.

### **REVIEW OF EMPIRICAL LITERATURE**

According to Mahram, Hosseinkhani, Nedjat, and Aflatouni, (2013) in their study about strategies of physical abuse and neglect in school-aged children of Qazvin province, Iran. The study reported that out of 1028 studied children, including 540 (52.5%) boys and 488 (47.5%) girls 679 (66.05%) cases declared at a strategy was used to handle the case of physical abuse with effectiveness but few challenges. The number of positive strategies for each domain of emotional, physical, and neglect was 618 (60.1%), 360 (35%), and 394 (38.3%) respectively, thus the strategies are very important to be used as they are effective.

Also, Tambawal, (2012) investigated the strategies of violence in the school and home environments, and the academic performance of senior secondary school students in Sokoto Metropolis, Nigeria. Data were analyzed by the use of t-test statistics. The findings showed that there is a significant effect of the strategies to be used in the home and society among senior secondary school students to improve academic performance this corresponds to this study as we believe the outcome of good use of strategies will result from not only child protection but also good academic performance and Better future society with responsible citizens who are healthy physically, mentally, psychologically and spiritually.

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Globally, only one hundred and six countries have banned corporal punishment in schools. Moreover, there is an existence of difficult and challenging processes to prosecute the perpetrators (UNESCO,2010). Furthermore, investments in child protection in terms of personnel, availability of resources, and intervention measures are also inadequate, while strategies and systems used are short-term. However, it is critical to have investments in protecting children by coming up with new or improving on the existing program and policies and having a quick implementation response aimed at eliminating violence in the communities. This may help reduce the government's expenditures on human capital and improve the economic growth of a country (Yan, 2009).

Other strategies take the form of edutainment where social messages are integrated. The campaigns are used as a strategy at different levels of the communities, to try to change perceptions about attitudes and active positive social norms and discourage harmful ones (Paluck, 2010). A study by (Paluck, 2010) found the campaign strategy combines activities that include the building of life skills, leadership, and collective organizing skills of members to empower them. This helps to change gender stereotypes and norms at a community level, which would be in form of a workshop and training aimed at shifting attitudes

A study by (Heise, 2011) on strategies that have been put in place on physical abuse found that in recent years in the society the effectiveness is scarce. However, there are still many gaps and limitations in studies done. In addition, some strategy areas have received more attention than others, such as school-based interventions where guidance and counseling, and life skills education are in place and especially enshrined in the curriculum.

Quailing (2010) in his study concluded that The role of the instructional leader differs from the traditional school administrators in implementing the strategies the majority of his/her time dealing with strictly administrative duties. This study is similar to the present study because both were concerned with the leadership, administration, and management of programs being implemented in the school by the administrators or school heads down to the classroom teachers. The difference lies in the subject of the study as it looks at child protection. Therefore was little study regarding the specific strategies used by school administration in protecting children from physical abuse, therefore the study will fill the knowledge gap created, by exploring the strategies used by school administration in protecting children from physical abuse in public secondary schools in Kilimanjaro Region.

## **RESEARCH METHODOLOGY**

This study employed convergent mixed methods design intended to collect both quantitative and qualitative data in one phase The target population involved teachers, students, discipline masters/mistresses, headmasters/mistresses, and district education officers. Stratified and purposeful sampling techniques were used to determine the study sample which consisted of 427 respondents. The researcher sampled 28 secondary schools in 7 districts of the Kilimanjaro

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region. A total sample of 427 respondents comprised 252 students, 112 teachers, 28 headmasters/mistresses, 28 discipline masters/mistresses, and 7 District Education Officers. Information for this study was collected using questionnaires and in-depth interview guides. The validity of the instruments was determined by research experts and the reliability of the questionnaire was tested by the Cronbach Alpha technique. The SPSS output on reliability statistics for the strategies used by school administration in protecting children from physical abuse was a .812 for students, then a .824 for teacher questioners, and a .878 for discipline master questioners. All Cronbach's Alpha coefficient was for 10 items that show the strategies to be used. According to Leary (2018), a Cronbach's alpha that exceeds .70 is considered adequate reliability by most researchers. Generally, all constructs had reliability above .70, thus the instruments' reliability was considered adequate. Descriptive and inferential statistics were used for quantitative data analysis. The summary of data was presented in frequencies and percentages through tables. The hypothesis was tested at a 0.05 significance level for ANOVA. Qualitative data were analyzed by transcription of data from interviews, presented indirect quotations, and interpretation was done according to the context-using scheme of codes.

## FINDINGS AND DISCUSSIONS

The study aimed at examining the effectiveness of the strategies used by school administration to protect children from physical abuse. The information was obtained through Questionnaires from students, teachers, and Discipline masters but also an interview was done with the heads of schools and the District Education Officer. The researcher looked at two aspects, first; the type of physical abuse practice in secondary schools, and second the effectiveness of the strategies that are used by school administration in protecting children from physical abuse.

**Types of Physical Abuse in Schools;** In dealing with physical abuse it was important to know its types. Thus the researcher was interested to know the types of physical abuse that are practiced in schools. To achieve this, the responses to this question were analyzed and appropriate interpretations were made from the results. Table 1 contain responses from teachers (n=112), students (n= 252) and discipline masters (n=28). Quantitative data are presented in tables and supported by qualitative data as presented with the scheme of Codes.

**Table 1**

*Response from teachers n=112, students n=252 and Discipline Master n=28 on type Physical Abuse Applied in Schools*

Type of physical abuse	Students		Teachers		Discipline Masters	
	F	%	F	%	F	%
Spanking	11	7.1	9	8.0	2	7.1
Canning	15	28.6	56	50	8	28.6
Slapping	20	10.8	5	4.5	3	10.8
Kneeling	5	21.1	20	19.9	6	21.1
Paddling	13	5.1	2	1.7	0	0
Frog matching	38	17.8	5	4.5	5	17.8
Hard labor	15	14	15	13.3	4	14.6
<b>TOTAL</b>	<b>225</b>	<b>100</b>	<b>112</b>	<b>100</b>	<b>28</b>	<b>100</b>

**Source: Field data, (2021)**

Data in Table1 show students, teachers, and discipline masters' responses to types of physical abuse that occur in school. The majority of students 59.4% said the major punishments which are occurring are caning and frog matching (14.7 %) Other punishments are not much applied in most cases, slapping (20%), hard labor (15%), paddling (13%), spanking (11%), and kneeling (5%). While teachers respond on kinds of punishment which occur in school are caning (50%), kneeling (17%) and hard labor (13.3%)while on the other side which is not much practice are spanking (9%), frog matching (4.5%), slapping (4.5%) and paddling by 1.7% we less practiced. The data revealed that the majority of teachers responded that canning is used in school. However, the response from the discipline master shows that the major punishment applied in the school are caning (28.6%), kneeling (21.1%) and frog matching (17.8%) while on the other side which is not much practice are spanking 7.1%, hard labor (17.6 %), slapping 10.8% and paddling with (0%) were less applied to the child. The study of Pinheiro (2008) identifies physical abuse such as hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). Thus the data revealed that the majority of respondents responded that caning is mostly applied in schools despite the government regulation of not canning students. One teacher commented on the use of corporal punishment as said:

I do not see anything wrong with it...we have also passed through it and it has made us what we are today. Besides, when they see the cane it is the only solution then they respect authority and school rules but one should be very careful when administering any kind of corporal punishment (23/06/2021) .

The data and respondents' views indicate that one of the motives behind the use of corporal

punishment in schools was to motivate students to learn and improve academic performance. Furthermore, the study revealed that removing physical punishments such as caning with a stick will increase misbehaviors in secondary schools.

Was added one of the heads of the school during the interview, *“If caning is removed then, bad behaviors will increase such as drug abuse, lateness, the poor performance of students, and making noise in the classroom because this is the simplest punishment one can offer just immediately.”* (20/06/2021) .

The response entails that, even those who are punished felt that they could not go without physical punishments such as caning with a stick, something which challenges the issue of helping students build self-discipline. The respondents show that the majority of teachers supported the use of corporal punishment in moderation.

As one teacher also commented, *“corporal punishment should be used but in moderation”*.

The response entails that corporal punishment can be done but in moderation for the aim of helping a student and not causing pain which may result in physical abuse to a student. The findings correspond to the study of Cheruvalath and Tripathi (2015) who conducted a study on secondary school teachers’ perceptions of corporal punishment in India and found that various types of corporal punishment are still used by teachers as a mechanism for controlling disciplinary problems in schools. However, teachers still perceive corporal punishment as an effective method of controlling indiscipline in class. When DEO was asked if he's aware of corporal punishment is done in his district to give his opinion he said:

Yes, corporal punishment is done in my district but this is a violation of the rule. The policy on corporal punishment allows only the Head of School to administer it to students and in rare cases. The Head of the school can delegate power to a teacher to administer it. Corporal punishment can only be used in extreme cases for example, when a student steals and the number of strokes to be given by Head of school.” (5 July. 2021) .

The response shows that teachers are aware that it is against the law to give corporal punishment; yet they still do it and cause physical pain, which results in physical abuse. Apart from that students’ instructional time is wasted on punishment since all kinds of punishments are done during the classes. This may invariably affect effective teaching and learning in schools. Therefore, strategies need to be employed to protect children from physical abuse and make their academic performance good. Respondents mentioned other physical punishments that are applied such as rotating on one point, carrying stones, kneeling, mopping classes, picking rubbish around the school campus, watering gardens pushups, and chopping firewood. The response entails that apart from canning the teachers use other punishments which are also causing physical pain to children. Thus there is a need to investigate the effectiveness of the strategies used to protect children from physical abuse in public secondary schools. From the study by Bloom, (2008),



Identifying this type of punishment is believed to be one of the push factors for high dropout rates and low attendance rates in school. Little progress has been made in completely prohibiting corporal punishment and the incidence of physical punishment within the home and the school environment is increasing.

**Effectiveness of the Strategies used to Protect Children From Physical Abuse.** This section sought to uncover the effectiveness of the strategies used by school administration in protecting children from physical abuse in public secondary schools. Data are summarized in Table 2 showing the responses from teachers, students, and Discipline masters. The rating was effective, somehow effective, and not effective and I don't know.

**Table 2**

*Response from Teachers (n=112), Students (n=252), and Discipline Master (n=28) on Strategies used by school administration in protecting children from physical abuse*

Strategies	Respondents	Effective		Somehow Effective		Not Effective		I don't know		Mean
		F	%	F	%	F	%	F	%	
i) Good Involvement of the stakeholders dealing with child protection from physical abuse	Teachers	70	62.5	30	26.8	12	10.7	0	0	3.846
	Students	141	56	79	31.3	8	3.2	24	9.5	3.935
	DMs		78.6	4	14.2	2	7.1	0	0	3.563
ii) Teachers' training about child protection against physical abuse	Teachers	22	19.6	70	62.5	20	17.8	0	0	3.327
	Students	57	22.6	148	58.7	18	7.1	29	11	3.372
	DMs	7	25%	21	53.6	0	0	0	0	3.263
iii) Students' taught about the protection right from physical abuse	Teachers	32	28.6	69	61.6	11	9.8	0	0	3.385
	Students	64	25.4	159	63.4	29	11.5	0	0	1.135
	DMs	12	42.9	15	60	3	10.7	0	0	3.144
iv) Well informed and sensitized school administration about physical abuse	Teachers	77	68.6	30	26.8	5	4.9	0	0	3.342
	Students	179	71.0	57	22.6	16	6.3	10	4	3.184
	DMs	20	71.4	7	25	1	3.6	0	0	3.219
v) Good laws and policies for child protection from physical abuse.	Teachers	83	74.2	22	19.6	7	6.2	0	0	3.734
	Students	132	52.4	98	38.8	18	7.1	4	1.5	3.271
	DMs	21	75	6	21.4	1	3.5	0	0	3.781
vi) The use of active Juvenile courts in a case of physical abuse	Teachers	25	22.3	83	74.1	4	3.5	0	0	2.982
	Students	59	23.4	168	66.6	16	6.3	9	0	2.925
	DMs	8	28.6	16	57.1	4	14.2	0	0	2.445
vii) Well set rules and regulations for child protection from physical abuse	Teachers	71	63.4	34	30.3	7	6.2	0	0	2.745
	Students	152	60.3	74	29.3	11	4.7	15	6	3.926
	DMs	16	57.1	12	42.9	0	0	0	0	2.784
viii) Well set initiative to protect children from physical abuse	Teachers	20	17.9	77	68.8	15	13.3	0	0	2.428
	Students	76	30.1	139	55.1	21	8.3	16	6.3	2.699
	DMs	12	42.9	13	46.4	3	10.7	0	0	2.787
ix) Guidance and counseling on physical abuse	Teachers	75	67	30	26.7	7	6.3	0	0	2.913
	Students	153	60.7	69	27.4	25	9.9	0	0	3.678
	DMs	19	67.9	9	32.1	0	0	0	0	3.659
x) Sense of love and humanity on physical abuse	Teachers	28	25	68	60.7	16	14.3	0	0	3.964
	Students	79	31.3	145	57.5	18	7.1	10	4	3.863
	DMs	10	35.7	16	57.1	2	7.1	0	7.1	3.659

Source: Field data, (2021)

***Effectiveness of the Strategies used by School Administration in Protecting Children from Physical Abuse.*** Data in table 2 revealed that the strategies which were considered to be effective were, Good involvement of the stakeholders dealing with child protection from physical abuse. Where the findings from teachers revealed that 70 (62.5%) held it effective, 30 (26.8%) suggest it was somehow effective and only 12 (10.7%) who held it are not effective and none held not to know. The strategy was supported by a mean of 3.846 which was above the average. This means the teacher's perceived involvement in the stakeholder's strategy was effective. Students revealed that 141 (56%) opined it's effective and 79 (31.3%) held it's somehow effective, merely 8 (3.2) held it is not effective and 24 (9.5%) thought not to know and the mean was 3.935 which was the average score. Discipline master results show that 22 (78.6%) thought it was effective and 4 (26.8%) held it's somehow effective. Only 2 (7.1) held it is not effective. The mean was 3.563. The data show that the majority in the three groups of respondents remark that this strategy is effective to protect children from physical abuse; as one of the heads of school during the interview said,

*“All stakeholders are involved including parents of the students since are the ones who stay more with their children after school hours, they know their children more.” (5/07.2021)*

Another head of school also said, *“We Link the community/stakeholders to support the school for effective management and not only child abuse” (1/072021)*

Thus the response entails stake holder's playing a big role in helping the implementation of the strategies used to protect children from physical abuse. Hence, we cannot make any movement in education without involving stakeholders to give their views about child protection from physical abuse. The findings correspond to the study by (Paluck, 2010) which found the campaign strategy combines activities that include the involvement of stakeholders, community, and collective organizing skills of members to assist the school administration in protecting children from physical abuse including corporal punishment which is commonly practiced in schools.

Another strategy that was seen as effective is well-informed and sensitized school administration about physical abuse whereby the Data from table 2 revealed teachers' responses by 77 (68.6%) of teachers suggest it's effective 30 (26.8%) held it somehow effective, and 5 (4.9) it is not effective. The mean was 3.342 above the average score. Students revealed that 179 (71.0%) suggest it is effective 57 (22.6%) held it's somehow effective, Only 16 (6.3) said it is not effective and 10 (4%) said I don't know. The mean was 3.184 above the average mean score. Discipline masters revealed that 20 (71.4%) held it is effective and 7 (25%) suggest it's somehow effective, and 1 (3.6) opined not effective. The mean was 3.219. The data indicate that majority of respondents held the strategy is effective as the administration is well informed and sensitized about physical abuse and most of the respondents said the strategy is effective.

During an interview with heads of schools, one said, *“Most of us are well informed and sanitized about child protection on physical abuse and we have signed the document for protecting children from all kinds of abuse”*. (29/06/2021)

In the same scenario, another head of school said, *“our main purpose is to be the agent on how to secure and protect the children against physical abuse as a good example that others may learn from us as leaders, it will be bad if the head of schools will not be supporting child protection”* (26 June 2021)

This response entails that most of the heads of schools were acquainted with the strategies and used them. This made the strategy to be effective. Head of schools acts as ambassadors and first agents in protecting children from physical abuse in secondary school since most of the physical abuse is practiced in the school environment. Assertive behavior theory by Canter in 1975 insists that School administrators protect children from physical abuse by making them realize their assertive behaviors; convince students that it is to their benefit to cultivate their assertive behavior appropriately and thus avoid violence and abuses. Institutions have rules or principles that govern the activities taking place in those institutions which will enhance child protection from physical abuse with well informed and sensitized school administration

Good Laws and Policy on child protection from physical abuse was also seen as an effective strategy whereby Data in table 2 show 83 (74.2%) of teachers suggest it's effective and 22 (19.6%) held it somehow effective. Only 7 (6.2) said it is not effective. The mean was 3.734 above the average score indicating how effective the strategy is. Students revealed that 132 (52.4%) held it effective and 98(38.8%) somehow effective, only 18 (7.1) held it is not effective and 4 (1.5%) I don't know. The mean was 3.271. On the other hand, the discipline master revealed that 21 (75%) suggest it is effective, 6 (21.4%) are somehow effective, and 1 (3.5%) held it is not effective. The mean was 3.781. The data revealed that the majority of the three respondents were therefore in the agreement that this strategy was effective as there are Laws and Policies for child protection set by the government.

This was supported by one head of school who said, *“Because of the laws and policy incidences of physical abuse have been reduced to a big great extent as 7 to 10 year ago the case of physical abuse were more than now”*

The same question was responded to by another head of school who said, *“Case of physical abuse have been reduced and punishment are consolidated to head of school despite this still we have few cases of physical abuse done by some teacher”*(30/06/2021) .

Based on the head of school's responses the laws and policy are very effective for protecting children from physical abuse as the case of physical abuse has declined and punishment is centralized to the head of school. Despite this still we have cases of physical abuse. Hence more seriousness should be put on the implementation of the laws. This is supported by Parton (2009)

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who said implementing the policies and legislation that help eradicate violence against children sends a strong message to the community about the importance of protecting children from all forms of violence. Implementing the policies and legislation also helps eradicate violence against children and sends a strong message to the community about the importance of protecting children from all forms of violence.

Another effective strategy seen was guidance and counseling on physical abuse issues as the data in table 2 revealed that teachers 75(67%) suggest guidance and counseling is effective, 30 (26.7%) held it is somehow effective, and 7 (6.3) said it is not effective. The mean was 3.913 above the average mean. Students revealed that 153 (60.7%) alleged guidance and counseling is effective and 69 (27.4%) held it is somehow effective and only 25 (9.9) said it is not effective. The mean was 3.678. On side of discipline master, the findings show that 19 (67.9%) alleged its effectiveness and 9 (32.1%) somehow effective. The mean was 3.659. The data revealed that the majority of respondents said guidance and counseling were effective while a slight majority found it somehow effective.

This is also seen as one head of school during an interview said that *“this strategy is good and effective as teachers are changing from providing physical abuse and give counseling and guidance to the student. The complaint is that some students even if you use this strategy they don’t change.”* (13/07/2021)

It was also supported by one DEO who said, *“Guidance and counseling can be used as every teacher in each school can easily give guidance to students since they were tough in their college the course of guidance and counseling”* 15/07/2021)

Based on the response, guidance and counseling strategy is effective only the teacher should have used it wisely with the patience to help the students as guidance and counseling is not one day process but a long-term process if it is to lead to success. Thus the research found that it is also a wide and good strategy used instead of using physical punishment the guidance and counseling thus recommend that school’s guidance and counseling office should be provided so to save children from physical abuse in secondary schools. The findings correspond to these studies of Heise, (2011) on strategies that have been put in place to minimize abuse physical abuse. However, there are still many gaps and limitations in studies done. The study by (Heise,2011) revealed the strategies that have received more attention than others are, school-based interventions guidance and counseling, and life skills education enshrined in the curriculum. This entails that guidance and counseling are among the effective strategies that are used to protect children from physical abuse.

Well-set rules and regulations for protecting children from physical abuse were also viewed as effective as data in Table 2 show 71(63.4%) of teachers suggest it's effective 34(30.3%) held is somehow effective, 7 (6.3) not effective, the mean was 3.931, and above the average mean. Students revealed that 152 (60.7%) alleged it’s effective and 74 (29.3%) thought it’s somehow

effective. Only 11 (4.7) held it is not effective and 15 (6%) opined not to know. The mean was 3.926 above the average mean. On side of discipline master, the findings show that 16 (57.1%) maintained it is effective and 12 (42.9%) thought it is somehow effective. The mean was 3.965 above the average mean. The data indicate that the majority of respondents maintained that well-set rules and regulation strategy are effective as all school requires having rules and regulation to protect children from physical abuse if the rules and regulation policies and Laws will address physical abuse. The rules should be recognizing different forms of physical abuse that are practiced in schools. This is also corresponding to what Alston and Brennan, (1991) said: “child rules shall help in protecting children against all forms of physical abuse, cruelty and exploitation subject in any form”. Therefore, this entails setting up rules and regulations as an effective strategy toward physical abuse taking place in secondary schools. Despite the majority holding it's effective but also slight majority held the strategy is somehow effective which entails more monitoring of the rule and regulations in schools is needed to protect children from physical abuse.

Other strategies like teacher’s training about child protection on physical abuse and student teaching on the protecting right from physical abuse are considered to be somehow effective as presented in table 2 Teacher’s training about child protection on physical abuse revealed t 22 (19.6%) of teachers were of the view the strategy is effective 70 (62.5%) it is somehow effective, 20 (17.8) suggest it is not effective and none opined not to know. The mean was 3.327. Students revealed that 57 (22.6%) felt it is effective and 148 (58.7%) it is somehow effective, 18 (7.1) held it is not effective and 29 (11%) opined not to know. The mean was 3.372. Discipline master data show that 7 (25%) felt it is effective, 21 (53.6%) suggest it is somehow effective and one not effective and not aware. The data indicate that majority of respondents felt that the strategy is somehow effective and this is because the training of teachers is not frequently put to practice One district education official said,

*“Yes we give them training about child abuse but once in the year because of lack of enough funds to conduct the training”. (12/07/2021)*

Again it was said by One head of school, *“Most of the students are not aware of their right hence become a victim of physical abuse we are trying to make them aware by educating them” (23/06/2021).*

These findings show that the training and students taught are somehow effective because they are not offered frequently; hence more time should be devoted to this as well as the budget for teachers and students' training. The findings match Lussier's (2011) that teacher training strategy for child protection against physical abuse needs to be emphasized. The findings indicate that newly hired teachers had relatively different levels of knowledge, skills, and understanding of child protection, as compared to those with more years of work experience. Lussier's (2011) findings indicated that the majority of newly hired teachers were not knowledgeable about physical abuse protection. This implies that training teacher is a good strategy towards child

protection from physical abuse it needs to be rechecked and given priority so as teachers many are training mostly the newly employed teachers.

Regarding the strategy of students training on the protection right from physical abuse the data shows that 32(28.6%) of teachers held the strategy effective, 69 (61.6%) felt it is somehow effective, and 11 (9.8) held it is not effective. The mean was 3.258. Students' data revealed that 64(25.4%) said it is effective, 159 (63.4%) held it's somehow effective, 29 (7.1) felt it is not effective and 29 (11.5%) held I don't know. The mean was 3.535. On side of discipline master, the Data show that 12 (42.9%) said the strategy is effective, and 15 (60.6%) were on the point of not being effective. The data indicated that the majority of respondents maintained that students are not taught about their rights to protect themselves from physical abuse. Despite that, it was found that some teachers take the initiative of teaching students their rights during the class as it was said one head of school,

*“during class hours teachers integrate the strategies in different subject areas and during school conference to remind students about their rights as children while in schools.” (12/072021)*

The response revealed that teachers keep on reminding the students of their rights and responsibilities to increase their awareness of their rights. When students are not taught anything about their rights it results in unawareness of children on physical abuse and hence become the victims. It is the right of the children to be told about their rights to be aware also of the strategies that are used by school administration to protect them from physical abuse. Using assertive behavior theory by Canter in 1975 its strengths can be used by teachers in school and classroom, in particular, to run as a democracy, and hence the teacher can show assertiveness and clarification when giving direction and teaching them about child rights. (Hanson, 1991). Other strategies that were seen as somehow effective include the use of juvenile court on cases about physical abuse as it was supported by one head of school who said,

*“Teachers are now afraid to be taken to court hence the don't punish student as before, but also student now days are very weak you can punish them and they die easily” (05 July.2021)*

Therefore, the response shows that this strategy will need more effective if it will seriously used and cases of physical child abuse will be reduced. This implies that Free and efficient legal aid is particularly important for children deprived of liberty. Another key aspect of the children's right to access justice is specialization and enhanced capacities of professionals concerning several laws, including the anti-discrimination ones and about physical abuse.

Regarding well set intuitive to protect children from physical abuse and promote a sense of love and humanity in protecting children from physical abuse was seen as somehow effective, one school head also added,

*“Some teachers have got very temporary anger. In this vein they tend to punish a student the way they like. So teachers should love student as they love their children.” (2/07/2021)*

In addition, it was emphasized one DEO, *“Being a teacher is vocation Teachers should develop a sense of love and humanity for the student to perform well their duties. Otherwise, they will find the teaching profession bad and end up abusing children physically”*

From the response, despite the strategy being seen as somehow effective, it is a good strategy that may be used if well applied to protect the child from physical abuse as is supported by Arnol and Maio-Taddeo (2007) who indicated that intuitive and valuable guidelines in the preparation and completion of the protection of children against abuses, in which focused on how to protect children by engaging them in different school programs. The finding entails that teacher needs to be creative and take different initiatives with love and humanity thus helping students by protecting them from physical abuse.

From the finding, other strategies that were suggested by respondents in open-ended questions are meeting with the parents for the orientation on child protection from physical abuse. This strategy promotes friendship and cooperation among the parents regarding the plan of the school in ensuring students' safety. Introduction of the Teaching of Life Skills in Education may also help to trace the students with physical abuse cases and advise them so that they can understand themselves. Furthermore, to be respectful this is vital to treat any person, including a child, with dignity. If there is respect for a child's thoughts and feelings, they will be more likely to act disrespectfully and perhaps be more open even when punishment is being metered out to them.

***Hypothesis test or One-way ANOVA.*** While doing the way ANOVA test to see if there are significant differences between teachers' mean scores on rating the effective strategies used in protecting children from physical abuse based on years of experience, the following assumptions were considered. Each group sample was drawn from a normally distributed population of teachers; Second, all populations had a common variance Third all samples were drawn independently of each other.

#### **Stating decision rule.**

If P-Value is less than or equal to the significance level of 0.05 then reject the Null hypothesis. The opposite is true. The researcher computed the mean score of the groups according to their years of experience and the summary of the Data is presented in Table 3

**Table 3**

*Group statistics on the strategies used in protecting children from physical abuse concerning work experience*

	N	Mean	Std. Deviation	Std. Error
1-2 years	27	3.526	.6699	.1175
3-5 years	43	3.339	.8434	.1696
5-10 years	32	3.118	.5236	.1413
11 and above	10	3.640	.6378	.0987
Total	112	3.405	.6686	.0869

The descriptive data in table 3 indicates that the four groups according to their year of experience-rated the strategies used in protecting children from physical abuse on average with slight differences among the groups.

The researcher used the application of the computer package SPSS output to determine if the groups were statistically different or not. Table 4 shows the summary of the ANOVA output:

**Table 4.**

*One way ANOVA output on the year of work experience and strategies used in protecting children from physical abuse*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.984	3	.995	2.251	.088
Within Groups	44.386	100	.449		
Total	46.47	103			

The Data in table 4. indicates the output of one-way ANOVA is ( $F = 2.251$ ,  $P=0.088$ ). The findings indicate that P-Value is greater than the 0.05 significance level.

Therefore, based on the decision rule If the P-Value is less or equal to the significance level of 0.05 then reject the Null hypothesis. The opposite is true. Since ( $F = 2.251$  and  $P=0.088$ ) indicate that P-Value is greater than the 0.05 significance level, therefore Failing to reject Null Hypothesis, There are no significant differences between teachers' mean scores on rating the effective strategies used in protecting children from physical abuse based on years of experience. The differences indicated in the group statistics indicated that some of the teachers rated high the effectiveness of strategies used in protecting children from physical abuse in secondary schools in the Kilimanjaro region, Tanzania but there is no significant difference.

In summary, the study revealed strategies used by school administration in protecting children from physical abuse to be effective were guidance and counseling, good laws and policy together with rule and regulation but also the well informed and sensitize school administration and good involvement of stakeholders. Strategies such as teacher training, well-set intuitive knowledge on



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how to protect children from physical abuse, and a sense of love and humanity in protecting children from physical abuse need to be improved to be effective in protecting children from physical abuse. Other strategies revealed by respondents were meetings with parents to orient them on child protection from physical abuse and introducing Teaching Life Skills in Education, which may help to trace the students with physical abuse cases and to advise them so that they can understand themselves. The hypothesis test concludes that there are no significant differences between teachers' mean scores on rating the effective strategies used in protecting children from physical abuse based on years of experience.

## **CONCLUSION**

Generally, the strategies used by school administration in protecting children from physical abuse were considered effective this includes Guidance and counseling, well-informed and sensitized school administration, Good involvement of the stakeholders, Good Laws and policies, and well-set rules and regulations. Others were seen as somehow effective Teacher's training, student awareness, the use of the juvenile court, well-set intuition, and a sense of love and humanity. The study proposed other strategies such as the need for both pre-service and in-service training for teachers, But also suggestion boxes were another strategy in preventing child sexual abuse in schools lastly introducing and Teaching Life Skills in Education which may help trace the students with sexual cases and advising them so that they can understand themselves.

## **Recommendations**

The study recommends needing the need for the Ministry of Education science and technology to ensure effective and efficient use of existing strategies while ensuring close supervision and monitoring to reduce sexual abuse which is rampant in schools. Also, the study recommends that in-service training should be done for all District Education officers, Heads of masters/mistresses, Discipline masters/mistresses, and teachers to be aware of the strategies to use for child protection as what it constitutes, signs and symptoms, and how to assist children from the physical abuse. There is also a need to establish departments or units in schools that helps to identify and handle physical abuse issues raised. This would ensure that children who are assaulted are identified early enough and provision of care and support services is done in good time. Also, an alternative to physical punishment may be used to give praise if you praise children when they obey or do things well, this encourages them to model their behavior on positive reinforcements. Praise also encourages them to learn self-discipline. Praise costs nothing and if you choose to reward them by treating them.

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