

EFFECTIVENESS OF ALTERNATIVE DISCIPLINE METHODS AS OPPOSED TO  
CORPORAL PUNISHMENT IN KONGUNGA TOWN COUNCIL, BUKEDEA DISTRICT  
PRIMARY SCHOOLS

BY

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**DECLARATION**

I declare that this project report entitled effectiveness of alternative discipline method as opposed corporal punishment in Kongunga Town Council, Bukedea district primary schools is my original work and has not been previously published or presented for the award of Degree in any University.

.....

**AMODING STELLAH**

**DATE: .....**

**APPROVAL**

This research entitled effectiveness of alternative discipline as opposed corporal punishment in Kongunga Town Council, Bukedea district primary schools has been under supervision and is now ready for award of Bachelor’s Degree from Busitema University.

Signature .....

MR. OWOR MICHAEL OPIR

DATE.....

## **DEDICATION**

This work is dedicated to the Almighty God, with a lot of love to my dear father, and mother brothers and sisters, friends, relatives and in laws for their financial, emotional and spiritual support.

Lastly with a lot of love I cannot forget to dedicate this piece work to my dear lecturers; thank you for your dear support.

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On a special note, I extend my heartfelt appreciation and regards to my school supervisor Mr. Michael Owor Opir who tremendously guided, encouraged and supported me in all my academic struggles, May the Almighty God reward him abundantly.

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## **ABSTRACT**

The Ugandan Government outlawed corporal punishment as a means of instilling discipline in schools in 2001, and guidance and counselling was introduced as a best practice in its place.

The culture of the use of corporal punishment is deep rooted in many communities around the world. However, efforts are being made to introduce alternative methods of corporal punishment (Save the Children, Sweden 2003). This research aimed at assessing the effectiveness of the alternative positive methods of corporal punishment in primary schools in Bukedea district in Kongunga Town Council.

## **LIST OF ABBREVIATION AND ACRONYMS**

D.V	Dependent Variable
E.V	Extraneous Variable
FGD	Focus Group Discussion
MOEST	Ministry of Education Science and Technology
NGO	Non- Government Organization
SPSS	Statistical Package for Social Science
T.V	Television
TTCs	Teacher Training College
U.N	United Nations
U.S.A	United States of America
UNCRC	United Nations Children Right Council

## DEFINITION OF TERMS

Alternative forms of discipline - refers to methods of disciplining children other than corporal punishment, for example counselling, time outs and dialogue among others.

**Baraza** – A social gathering

**Chang'aa** – is a local distilled spirit alcohol

**Child** – any person who is below 18 years of age, within or below the Adolescent

**Corporal punishment** – an action done to a child that inflicts pain on his or her body.

**Cuffing** – a blow or a slap with the open hand

**Discipline** – socially accepted behaviour

**Effective** – producing the result that is wanted or intended; producing a successful result.

**Physical punishment** – an action intended to cause physical discomfort or pain to correct child's behaviour, to teach a lesson or to deter the child from repeating the behaviour?

**Pupil** – primary school learner normally aged between 6 and 15 years.

**Scolding** – reprimanding, criticising and usually angrily.

**Smacking** – general term used to refer to canning, spanking, slapping, and padding, whipping or kicking.

**Tapping** – striking a person gently with blow or blows

**Vulnerable age** – refers to the age bracket when children are prone to physical punishment from their parents, teachers and guardians.



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## CHAPTER ONE INTRODUCTION

### 1.0 Background of the study

Since November 1999, there has been global progress towards eliminating corporal punishment of children in home. School and learning institutions (Sweden 2003). Griffin (1998) indicated that corporal punishment promotes bullying and subsequently leads to more violence.

*“Show me school that has excessive corporal punishment and will show you a school that has bullying” Griffin (1998) pp28*

It is therefore true that of all types of aversive behavioural control, corporal punishment appears most apt to introduce aggression.

Since corporal punishments tends to provide both fear and anger, its continued use in School can only be encounter – productive to the learning process. Fortunately, the Uganda government through the ministry of education and sports and technology banned the use of corporal punishment in school in the year 2001 through a legal notice number 56 of 2001 (Ugandan subsidiary Legislation dated 27<sup>th</sup> March 2007 by ministry of education). It is believed, with the training of more teachers and staff on alternative methods of effectively dealing with the troublesome pupil control, teachers will no longer feel powerless and will have control of students in their classes. The training of teachers should be focused on the use of non-aversive but effective techniques of pupil control. This can be enhanced by the support of well-trained guidance personnel who is willing to enter homes and work with behavioural problems at their source.

According to a study by D. Naker raising voices (2005) cases of indiscipline and unrest in primary schools in Uganda has alarmingly increased and cited as indication of erosion of discipline. Several cases have been reported whereby students have engaged in damaging riots and other forms of vandalism which has cost our nation big sums of money. Many solutions to the problems are being offered, but the predominant theme appears to be a call return to use of corporal punishment (Watoro, 2004).

Some people feel that children do not obey their teachers or parents because they failed to receive needed discipline. Cases of boys behaving immorally. Drinking Chang’aa and smoking and boys and girls openly cuddling and insulting their teachers are common and are

## **References**

The constitution of Uganda 1995

Children Act Cap 59

Penal Code Act Cap 106

Education Act 1970

African Charter of Human Rights and welfare of the child.

African Charter of Human and People's Rights

The Universal Declaration of Human Rights and the International Convent on Civil and Political Rights

The Convention on the Rights of the Child (CRC)

world report violence against children by Paulo Sergio Pinheiro

Violence against children; Voices of Ugandan Children and adults by D. Naker, Raising voices (2005)

Save the children (Sweden, 2003)