

A STUDY OF ALTERNATIVE DISCIPLINE ON ACADEMIC PERFORMANCE OF
LEARNERS IN NAGONGERA TOWN COUNCIL, TORORO DISTRICT PRIMARY
SCHOOLS

BY

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APRIL, 2023

DECLARATION

I declare that this project report entitled a study of **Alternative discipline on academic performance of learners in Nagongera town council, Tororo district**. This is my original work and has not been previously published or presented for the award of Degree in any University.



AGWOM VALENTINE

DATE: 10/04/2023

APPROVAL

This research entitled a study of **Alternative discipline on academic performance of learners in Nagongera town council, Tororo district**, has been under supervision and is now ready for award of Degree from Busitema University.

Signature 

DATE 10/4/2023

MR. OWOR MICHAEL OPIR

DEDICATION

This work is dedicated to the Almighty God, with a lot of love to my dear father, and my wife Nyachwo Christine, Ghenowere Asaph head teacher Kisoko Boys school, 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 Owor Michael 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 Tororo district in Nangogera 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 27th 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).

References

The constitution of Uganda 1995

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Penal Code Act Cap 106

Education Act 1970

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Save the children (Sweden, 2003)