

**INVESTIGATING THE IMPACT OF BAN ON CORPORAL PUNISHMENTS ON  
ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN ATUTUR  
SUB-COUNTY, KUMI DISTRICT**

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**UGANDA CHRISTIAN  
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## DECLARATION


**I ODEKE GONZA REGISTRATION NUMBER M22/MUCU/BSW/021** here by declares that this research proposal is my original work and has not been submitted to any academic institution for the award of a degree or diploma.

Signature..... *I. Odeke Gonza* .....

Date..... *28th March, 2025* .....

**APROVAL**

This to certify that the research proposal has met the requirements of research at Uganda Christian University.

Signature.....

Date.....28/03/2025'

## **DEDICATION.**

This research proposal is dedicated to Uganda Christian University library, my supervisor, heads of selected schools, my parents and TEF for their great contribution towards accomplishment of this research report.



## **ACKNOWLEDGEMENT.**

First and foremost, I would like to thank the Almighty GOD for the strength, good health and wisdom for without him all this would have not been a success.

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*May the almighty god reward you Abundantly.*

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## ABSTRACT

The ban on corporal punishment has created a gap in the management of indiscipline cases among pupils in primary schools and this has become a serious challenge to schools and their teachers but unfortunately, stakeholders within education system have not implemented alternative reforms to help address the problem. This study determined the effect of ban on corporal punishment on the academic performance of pupils in primary schools in Atatur Sub County, Kumi district. The study was based on three objectives namely: 1) To identify the effects of ban on corporal punishment on pupil's academic performance in primary schools in Atatur Sub County, Kumi district. 2) To determine the teacher's attitude towards the ban on corporal punishment in primary schools in Atatur Sub County, Kumi district and 3) To identify other alternatives to corporal punishments in primary schools in Atatur Sub County, Kumi district. The study used qualitative research approach and a case study design of 25 participants who included the DEO, teachers and pupils of upper classes were interviewed. Data was collected from participants using interview method. The findings of the study show that ban on corporal punishment have led to increased school violence orchestrated by pupils and diminishing overall learner interests. Findings show that teachers indirectly use corporal punishment without management knowledge and they still support use corporal punishment in schools and teachers are requesting reinstatement of use corporal punishment as pupils are becoming unruly on top of being unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive. Further, findings of the study show that developing effective student assessment and supervision strategies and undertaking transparent discipline management and referral is an alternative to corporal punishment also increasing teacher competency through in-service teacher training will address issues that require to corporal punishment and teachers should have a high level of basic human attributes, a higher empathic ability and understanding. The study recommended that government and stakeholders should support discipline management issues in schools including supporting of capacity building initiatives of school management so that they can be able to combat indiscipline and undertake discipline referrals other than relying on corporal punishment and also, in conjunction with school authorities should enforce school rules and regulations transparently and implement a range of alternative measures to corporal punishment

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This chapter consists of the background to the study, objectives of the study, research questions, problem statement, the purpose of the study, significance of the study, the scope of the study and the conceptual frame work. It seeks to point out corporal punishment and its impact on the pupils and the society.

### 1.2 Background of the study

Corporal punishment can be defined as “The use of physical force intended to cause pain, but not injury, to correct or control a child’s behavior” (Straus and Donnelly, 2015:). The concept is further elaborated by Gershoff (2012) that corporal punishment are behaviors which do not result in significant physical injury (e.g., spank, slap) are considered corporal punishment, whereas behaviors that risk injury (e.g., punching, kicking, burning) are considered physical abuse.

The frequency and severity of corporal punishment are inconsistently defined and measured, and these vary from culture to culture, nation to nation and situation to situation (ibid). Punishing means subjecting a penalty for an offense and usually includes inflicting some kind of hurt; in this regard, to Thomas and Peterson (2016), a practice of disciplining in which, something unpleasant is present or positive reinforces are removed following a behavior so that it happens less often in future. All these harsh disciplinary measures adopted by authoritarian/totalitarian parents and teachers to discipline children lead to anti-social behavior, contribute to academic failure and social rejection. These conditions further reduce self-esteem and create depressed moods, which in turn add to the likelihood of delinquency in adolescents (Patterson, 2012).

Many countries such as Norway, Denmark and Finland have banned corporal punishment in schools, considering it as a source of school violence (Larzelere, 2009). Most of the child welfare

organizations have policies opposing the use of corporal punishment. Many educationists are against corporal punishment because of the affront to the child's dignity.

Graziano (2010) stated that if we are legally prohibited from striking other adults, why is it okay to strike a child? Corporal punishment is being used as a means of disciplining action against children and pupils' worldwide but as catalytic action of education, it needs to be planned meticulously and executed with great sensitivity Pandey (2011). Previous researches pointed out those adults (parents and teachers), who were physically punished in their childhood, are more supportive of corporal punishment than those who were not subjected to physical punishment Hyman, (2018).

However, in contrast, a majority of family physicians and pediatricians argue that corporal punishment does not work to correct negative behavior permanently Bauman, (2018). One explanation is that after living with violence that is considered „legitimate“, people expand this to accept violence that is not considered legitimate. For example, violent acts that are considered legitimate include maintaining order in schools by punishing children, deterring criminals and defending one's country against foreign enemies. The “Cultural Spillover” theory presented by Rohner (2010) proposes that the more a society uses force for socially legitimate ends, the greater the tendency for those who are involved in illegitimate behaviors to use force to attain their own ends.

Discipline in rising and teaching of children is necessary if they are to become social, productive and responsible adults. Punishment is only a method of disciplining and corporal punishment is only one aspect of punishment (Sanderson, 2013). Parents, guardians and teachers, who use harsh and punitive practices to discipline their children, may succeed in making the child conform to their standards but resentment will be reflected by the child's behavior sooner or later.

A frequently punished child will be a problematic person tomorrow because the child being sensitive reacts to the behavior and disciplinary practices of adults either at school or at home Kaur, (2015). Corporal punishment, if very frequent, may become an ongoing hardship for children and it has greater potential for producing negative effects Pearlin (2019). The long-term

use of corporal punishment tends to increase the probability of deviant and antisocial behaviors, such as aggression; adolescent delinquency and violent acts inside and outside the school (Straus, 2011).

Inconsistent or overuse of punishment in harsh and unskilled ways can have very undesirable, dangerous and long lasting effects on the children who may develop negative personality traits such as disliking the punishing person, developing strong fears and anxieties, obstacles with learning, learning to escape and avoid people, places and things associated with harsh punishment which stimulates aggression and they imitate the methods of punishment used by their parents and teachers (Mawhinney and Peterson 2016). Corporal punishment is physiologically as well as psychologically damaging children's lives. Since it affects child by not only inflicting physical pain but also mental harassment, feeling of helplessness, worthlessness, depression, inhibition, aggression, shame and self-doubt, guilt, social withdrawal, feeling of inferiority, rigidity, lowered self-esteem, stress and heightened anxiety which may reduce his/her self-confidence (Pandey 2011).

Corporal punishment has been associated with a variety of psychological and behavioral disorders in children and adults, including anxiety, depression, withdrawal, low self-esteem, impulsiveness, delinquency and substance abuse (McCord, 2011). It has been concluded from several literature reviews that corporal punishment is associated with increased aggression in children. Adolescents who have experienced corporal punishment show higher levels of depression and feelings of hopelessness as well as an increased propensity to use violence (DuRant et al., 2014). Harsh punishment, including corporal punishment, has been associated significantly with adolescent depression and distress. Children with behavior, anxiety, or disruptive disorders are more likely to report previous harsh physical punishment (Goodman et al., 2018).

Corporal punishment has been discussed and implicated in a variety of studies as a factor, contributing in delinquent behaviors such as theft, truancy, running away and school behavior problems and as a factor in antisocial behaviors such as lying, cheating and bullying (Straus, Sugarman, et al., 2019). When teachers and parents use corporal punishment as an attempt to



reduce antisocial behaviors in their child, the long-term effect tends to be a further increase in antisocial behaviors (Giles-Sims, 2017). The best predictor of adult aggression is childhood aggression as longitudinal studies show that, by the time a child is six years old, if patterns of aggressive behavior have been established, they usually persist into adulthood.

Children exposed to a high degree of physical punishment are more likely to be physically aggressive as adults (Carroll, 2017). In one longitudinal study regarding delinquency, boys' experiences of a harsh parental discipline style predicted their arrest rates at ages 17 through 45. Another longitudinal study found physical punishment during childhood to be significantly more prevalent among drug addicts (Baer and Corrado, 2014). There is a lack of theoretical works to help identify the processes by which corporal punishment may affect mental health, but coercive discipline techniques have been associated with decreased confidence and assertiveness in children and increased feelings of humiliation and helplessness.

In Pakistan, steps have been initiated to discourage teachers against the use of corporal punishment. The Punjab Education Department announced that incidents of corporal punishment in schools would not be tolerated and stern action would be taken against teachers who indulge in it under the Punjab Removal from Service Ordinance 2000 (Daily Times, 2005). The Children's Act 1997, particularly Article 3, serves as the legal foundation for the ban on corporal punishment in schools in Uganda, reflecting the country's commitment to safeguarding children's rights and promoting a safe learning environment.

## **1.2 Statement of the Problem**

Children are regarded as the milestone and future of a nation. Without proper attention to children, achieving the desired and dreamt development goals remains impossible, as intended development can be obtained through qualified people and quality education. The ban on corporal punishment in schools has created a considerable gap between the teachers and learners. The learners are now untouchables, unruly, and have become immoral in schools and the community. In African communities including Uganda, scholars such as Shumba, Ndofirepi, &

Musengi, (2012) consider corporal punishment a necessary and effective way of disciplining learners in school and at home.

In addition, Chemhuru (2010) also believes that the position of the above scholars is embedded and has become accepted in black communities. Chemhuru (2010) argues, "Corporal punishment is seen as a deterrent, a reformative and retributive mechanism to bring positive behavior in schools and society". This is because the schools now have no other appropriate means of instilling discipline in the pupils, leaving them free to do what pleases them even at school. In the long run, this will culminate in moral decay in the schools and society, weakening education institutions and lowering learners' morale and urge of teaching and instilling discipline to the learners, thus leading to poor performance of learners academically. Additionally, there is no single comprehensive author survey regarding the effect of ban on corporal punishment on the academic performance of pupils in primary schools in Atatur Sub County, Kumi district. This has contributed to limitations and distortions in literature, a gap this study sought to address.

#### **1.4. General objective.**

The main objective of this study was to determine the effect of ban on corporal punishment on the academic performance of pupils in primary schools in Atatur Sub County, Kumi district.

##### **1.4.1 Specific Objectives**

- I. To identify the effects of ban on corporal punishment on pupil's academic performance in primary schools in Atatur Sub County, Kumi district.
- II. To determine the teacher's attitude towards the ban on corporal punishment in primary schools in Atatur Sub County, Kumi district.
- III. To identify other alternatives to corporal punishments in primary schools in primary schools in Atatur Sub County, Kumi district.

#### **1.5 Research questions**

- 1 What are the effects of the ban on corporal punishment on pupils' academic performance in primary schools in Atatur Sub County, Kumi district?

- 2 Explain the teacher's attitude towards the ban on corporal punishment in primary schools in Atatur Sub County, Kumi district.
- 3 What other alternatives to corporal punishments can be employed in primary schools in Atatur Sub County

## **1.6 Scope of the study**

The scope of the study was divided into geographical, content and time scope as below:

### **1.6.1 Geographical scope**

The study was conducted in Atatur Sub County, Kumi district. Kumi district is bordered by bukedeia district in the east, kumi municipality in the west, ngora district in the north and pallisa district in the south. The district is dominated by Itesot speaking people and their major economic activity is farming and pastoralism. Others are involved in businesses and bodas bodas. Atatur Sub County has been chosen because worsening levels of academic performance of pupils in primary schools (Kumi District Situational Analysis Report, 2024).

### **1.6.2 Content scope.**

The study contained information about the effect of the ban on corporal punishment on the academic performance of pupils in primary schools in Atatur Sub County, Kumi district. Specifically, the study identified the effects of ban on corporal punishment on pupil's academic performance in primary schools and determined the teacher's attitude towards the ban on corporal punishment in primary schools in Atatur Sub County, Kumi district. The study also identified other alternatives to corporal punishments in primary schools in primary schools in Atatur Sub County, Kumi district. Through this content scope, the researcher was able to collect adequate and relevant information that helped to attain study objectives.

### **1.6.3 Time scope.**

The research study considered the period between 2021 and 2024. This period was considered because it is during this time that the decline in academic performance of pupils in primary schools in Atatur Sub County was more pronounced (Kumi district Situational Report, 2024)

### 1.7 Significance of the study

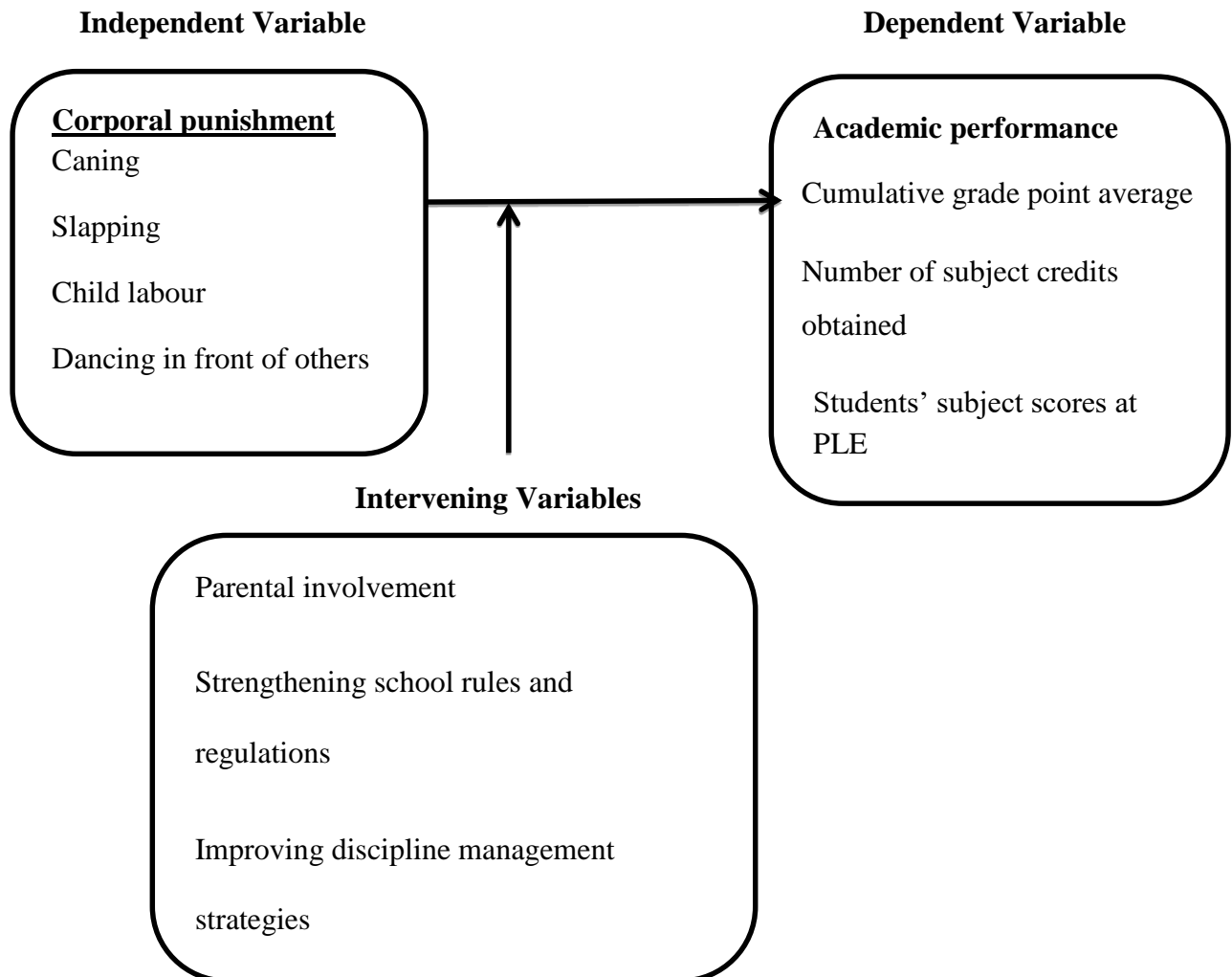
The study findings may benefit the following categories of people:

Firstly, the study may provide information for government and stakeholders on the primary determinants of academic performance of pupils in primary schools. Secondly, provide data to inform policy thinking on how to address the gap left by corporal punishment and ways of enhancing academic performance in primary schools.

The study may in addition provide an opportunity of testing the validity and explanatory powers of the existing theories regarding corporal punishment and academic performance of pupils in primary schools.

Lastly, the findings may benefit future researchers who intend to carry out similar studies by acting as a source of information.

### 1.8 Conceptual Frame work



***Figure 1.1: Conceptual framework***

***Source: Adapted from Mugenda and Muganda (2004): Conceptual Frameworks***

The above conceptual framework shows the relationship between variables. Corporal punishment as an independent variable includes Caning, Slapping, Child labour and Dancing in front of others. While the independent variable is academic performance with parameters of regular attendance of classes, student time keeping, subject scores and cumulative grade average of students. The conceptual framework has been drawn on the assumption that if corporal punishment is lifted, it will significantly improve academic performance, and the reverse is undoubtedly true. Nevertheless, this may not be automatic as other factors may come into play. These may include parental involvement, strengthening school rules and regulations and improving discipline management strategies. These factors have been duly coined as intervening variables by the study and are being isolated to avoid making wrong conclusions.

**1.9 Definition of key terms**

**a) Corporal punishment**

Is a reward for being disobedient (Mande et al., 2020)

**b) Academic performance**

Academic performance can be defined as the extent to which an institution, a teacher, or a student achieves long- or short-term educational goals and the academic achievement of performance is usually measured by continuous assessments and overall cumulative grade point average (CGPA) achieved by the student (Hellas et al., 2018).

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction.**

According to Mugenda and Mugenda (2017) and Kumar (2019) interprets literature review as the systematic identification, location and analysis of documents containing information related to the research problem being investigated, which forms an integral part of the entire research process and makes a valuable contribution to almost every operational step in the research. This chapter shows the various literature sources related to the research topic. The sources include: review of scholarly journals, government documents, textbooks, the Internet and Newspapers. This Literature review is done objectively by objective. This chapter therefore shows and explains the review of past and actual literature studies, which have been reviewed objectively by objective. It included theoretical review, empirical literature review and summary of identified gaps.

#### **2.1. Effects of the ban of corporal punishment on pupils' academic performance/career**

Holdstock (2020) argued that there is a direct relationship between the frequency and severity of corporal punishment and student violence. Will Holdstock (2018) sounds a warning that if the violent conduct is permitted in schools, troubled teachers may vent their frustrations with very little risk of being criticized, he is supported by or Waite of the University of Stellenbosch who also believes that a teacher who hits children is taking his frustrations out because of poor self-control.

According to Besag (2017) children who feel there is no valid place for them at school, can turn to aggression in a bid to alter the situation and thus tend to bully others. There is a hidden curriculum in corporal punishment as young people are highly sensitive at picking up attitudes and behaviour and also in assimilating these cues.

Violence tends to escalate and is rampant within our society. The never-ending streams of family murders, car-hijacking, attacking of motorists is an indication of this violence and shows no signs of abating. People have been burned alive. In schools where alternative methods for

resolving conflict should be taught, is where violence is the often chosen approach and teachers are legalized to assault children. Wheldall (1992) feels that there is no way in which children can be insulated against the violent influences that are at work in society when the media emphasizes violence as an accepted form of entertainment.

Wright (2017), in response to the article 'Ban the Cane' from *Mentor* (Vol. 70, No.1, 1985) feels that although writers on caning do not provide full details of both the child's misdemeanor and the form of punishment, they nevertheless concluded that corporal punishment should be condemned. Wright also rejects the view that corporal punishment in schools is responsible for the present-day violence, as this is a world of greed where killers, adulterers, rapists, boozers and blackmailers are seen as heroes. Fontana (2020) reveals that corporal punishment has been found to impede the relationship between the teacher and the pupil, perhaps permanently. This relationship is indispensable and forms the cornerstone of the classroom interaction.

Monyooe (2019) objects to the use of corporal punishment in schools in that it upsets the teacher-pupil relationship adversely, thus exacerbating animosity between pupils and those that purport to represent education and also impedes the learning of the child. Intimidation undermines the vital qualities of mutual trust and respect. Nowadays the youth prefers relationship that proceeds from mutual respect rather than imposed subordination

Hughes and Hughes (2018) contend that any disciplinary action based on force inevitably spoils the professionalism of the person executing corporal punishment. Monyooe asserts that those in authority often misuse their status with a view to foster control through amicable techniques of which the rod is none and by so doing spoil the pupil-teacher relationship. Sexual deviation or perversion as a detrimental effect of corporal punishment on children, is a difficult area to research, to generalize on and also difficult to establish, though a handful of researchers have reported on its effects. To establish cause and effect of corporal punishment in this case may be over-stating the relationship though it may be a correlate. As stated by Bandura (2018), a major obstacle to the understanding of human sexual deviance is that, for ethical reasons, experimentation designed to identify conditions governing sexual phenomena cannot be conducted.

## **2.2. Teachers attitudes towards the ban of corporal punishment in primary schools.**

Despite the ban on corporal punishment in most countries, Mande et al., (2017) argued that there are still reported acts of corporal punishment being used by teachers. Although, corporal punishment is banned by law, the practical banning of corporal punishment in classrooms, with the introduction of alternatives, has not been easy for some teachers. There is limited research as to what teacher's attitudes are towards the banning of corporal punishment. This section attempts to explore the limited research on teacher's attitudes towards the banning of corporal punishment.

(Boser, 2021), mentioned that most teachers still support the use of corporal punishment and this view has not changed much since corporal punishment was first banned in schools. Research conducted in Australia found that most teachers view the use of corporal punishment as necessary and many would like to use the cane as a last resort. In an American poll conducted by ABC news titled "Support for Spanking" it was found that "sixty-five percent of Americans approve of spanking", although only "26 percent say that grade-school teachers should be allowed to spank kids at school".

Recently, efforts have been made to ban corporal punishment. Teacher's opinions supporting this ban are growing. Some teachers, however, still feel that those who use corporal punishment should not be punished, as corporal punishment is seen as part of doing the job. Teachers, who support the ban, feel that corporal punishment is a lazy means of control (Iqbal, 2018). In Trinidad, where corporal punishment has been banned for nearly three years, teachers and parents are requesting its reinstatement. It is felt that children are becoming increasingly unruly and corporal punishment would assist in reinstating order in schools (Richards, 2017).

Bangkok Post, 13 September (2022), reported that teachers in Bangkok are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive. A secondary school executive association member in Bangkok felt that the "ban would infringe on the rights of teachers", and a teacher further stated "...if I cannot control them. I have to hit them in these cases" (The Nation, 14 September 2022).



In some countries, the use of corporal punishment by teachers is reinforced by its use in the home or from teacher's experiences of their own schooling. In Botswana and Kenya (UNICEF Report, 2020 and Human Rights Watch Kenya, 2021) opined that teachers use corporal punishment because it is expected by parents. Parents endorse the use of corporal punishment, as it is the method they themselves use to discipline their own children.

Students entering training colleges bring with them their own discipline experiences and ideas of how to discipline. According to Tafa (2019), trainees brought strong beliefs about caning to colleges of education primarily from their schools rather than their homes. This is then coupled with the poor training of teachers in classroom management and as a result teachers drawing on their own experiences of being disciplined with the cane (UNICEF Report, 2020 and Human Rights Watch Kenya, 2021).

According to Hyman (2017) there are conflicting studies about which teachers are more likely to use paddling. It appears that as students get older, teachers administer less corporal punishment possibly as a result of being afraid of retaliation (Hyman, 2017). In a Gallup poll conducted in 1988 in the United States "56 percent of elementary school teachers and 55 percent of high school teachers approved of corporal punishment in lower grades"

In South African, a study by Rice (2018) before the ban on corporal punishment, found that male teachers tend to favour corporal punishment, as do younger teachers under the age of 25 years. She also found that experience did not have an impact on the use of corporal punishment. That is, teachers teaching for less than 5 years and those with more experience are almost equally likely to use corporal punishment. More recently, and post the ban on corporal punishment in South Africa, Cohen (1996) conducted a study on teachers' and pupils' attitudes towards corporal punishment. According to Cohen (2017) "teachers are ambivalent towards corporal punishment, their views are still not totally in line with the literature, nor with the aims of the new education policy". Furthermore, the majority of the teachers in the study felt that corporal punishment was necessary in order to maintain discipline.

The studies of teachers' attitudes towards corporal punishment in South Africa are very limited but numerous newspapers have documented teachers' desires to return to corporal punishment. In 1999 the then education minister of Kwazulu Natal stated, "If I had my way, I would reintroduce corporal punishment" (The Teacher, March 2020). The Sunday Times supplement of ReadRight reported a school principal as stating he missed corporal punishment because some boys ask for it".

### **2.3. Other alternatives to corporal punishment in primary schools**

According to Gray, Miller and Noakes (2017), pupils' behaviour problems elicit strong emotions and create inflexible attitudes among teachers, when considering alternative classroom management approaches. This raises a question as to who is likely to affect reforms in such a situation. Corporal punishment cannot be defended as being essential, since thousands of teachers manage their classrooms without the benefit of the rod. "In a healthy classroom a rod can be spared without spoiling the child"

Wheldall and Glynn (2019) jointly expressed a wish of having schools become positive in their approach, more liberating, not aversive and alienating and having alternatives to corporal punishment. Punishing a child according to Smith (2017) is tantamount to an admission of failure by the teacher. Cryan (2018) supports the view that effective discipline at school can be promoted without resorting to corporal punishment. Increased competence of the staff through extensive in-service training can help the educators to see the theory practice link.

Simmons (2020) emphasizes the view b the importance of increased competence of the staff through extensive in-service training. Teacher-training should also be improved by focusing training on techniques to motivate students and also train teachers on effective methods of handling discipline problems other than corporal punishment. Cryan (2017) suggests that counseling services should also be employed in order to understand the source of the persistent misbehavior and to have follow-up counseling to prevent these discipline problems, counseling being a therapeutic one-ta-one relationship between the adult and a child (Westby, 2016). Bengu (2018) in *Educationalive* (April/July, 1994) has a feeling that it is impossible to educate violence-traumatized children without psychological counseling. Teachers who are expected to

produce good results have not been trained to teach pupils suffering from post-traumatic stress disorders. Violence-affected children cannot just be incorporated back into the school programme without any counseling programmes offered in schools.

Holdstock (2020) argued that as one of the proponents of alternative strategies for discipline at school has provided a number of recommendations on alternative strategies instead of using corporal punishment. Teachers with high levels of basic human attributes, a higher empathic ability and understanding, respect for pupils' feelings and emotions are needed.

Griessel *et al.* (2021) suggest that conflicts in the classroom can be curbed by penetrating to the core of the 'humanness' of the child. This causes the teacher to understand the child better and be acquainted with the inner conflict which the child is often burdened with. This situation demands deep love from the teacher, acceptance and understanding. When the child cries out for help in the vast night of life as is the case with the pupil at school, 'should I go with a cane or a candle', when help is needed? This calls for more amicable management techniques based on mutual understanding, mutual trust and communication between the teacher and the pupil which should be developed as crucial ingredients typically absent in most of the classrooms.

Wheldall and Glynn (2019) have observed that even today most of the school rules are prohibitions, framed in negative terms. Appropriate behaviour is demanded rather than encouraged or taught. Prohibitive rules define what will not be tolerated with inappropriate behaviour, rather than encouraging more acceptable behaviour. The focus is on detecting and dealing with disruptive classroom behaviour, which should not be the case. Ashley (2017) looked at the formation of Parent-Teacher-Student Associations (PTSAs), as receiving major attention in school organization. These associations serve to express the desire of the whole community about schooling, impress upon teachers that they (teachers) are part of the community they serve and also include students in the process of policy making in the school who, for many centuries have been left out.

Mbandazayo (2017) expresses concern that the school should not be isolated from the community as it cannot successfully function without the community's support. Here Van Wyk

(2020) reminds administrators that apart from parents' involvement in drawing up a system of rules for a school, natural and cultural factors should not be lost sight of. The school rules should not be in conflict with the cultural demands or expectations of the community.

Mpati and Ripinga (2017) believed in good lessons, given by good teachers, using good classroom methods, in a good classroom atmosphere, to reduce all classroom tensions and disciplinary problems at school. On the point of freedom, the proponents forget that there is no freedom without limitations; freedom is just an illusion. Rubin (2016) has also the same view that good teaching is a better preventative measure than corporal punishment. When teaching is well organized and stimulating, behaviour problems are virtually eliminated.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In order to achieve the desired outcomes of a non-biased study report, this chapter presents the methods that the researcher employed while conducting the study. It shows the research design, study population, sample size and selection, sampling techniques and procedures, data collection methods and techniques, validity and reliability of instruments, procedure of data collection, data analysis and ethical considerations.

#### **3.1. Research Design**

A research design, according to Kothari (2012), is the conceptual framework within which research is carried out. A case study methodology and qualitative research strategy was used in the study to identify trends, patterns and relationships between variables. The study focused on manually collecting data.

#### **3.2. Study Population**

The sub-county has a population of 3058 people and a number of schools. However, for cases of this study, the researcher will only consider a population of only 120 persons who were chosen from a school in Atatur Sub County; that is to say, teachers and pupils. This study population was considered because it is a qualitative research characterized by small population samples, and it was easier and cheaper for the researcher.

#### **3.3. Sample size and sample techniques.**

This section presents how the representation of the study population (sample size) was selected and it further highlights the sampling techniques which were employed.

##### **3.3.1. Sample size**

A sample size is defined as a section of respondents chosen as a representative of the population (Latham, 2007). The sample size of 25 participants was selected from a target population of 120 using Krejcie and Morgan's (1973) methods of determining sample size from the population. All

the participants were selected purposively because it is a qualitative research study and it is assumed that these participants have the necessary information for this study.

**Table: 3.1 Population sample size**

**Table 3.1 Summary of the Sample Size and Sampling Technique**

<b>Respondents</b>	<b>Study Population (N)</b>	<b>Sample Size (n)</b>	<b>Sampling Technique</b>
DEO	1	1	Purposive sampling
Teachers	6	6	Purposive sampling
pupils	19	18	Purposive sampling
<b>Total</b>	<b>120</b>	<b>25</b>	

*Source: Krejcie and Morgan (1970) and modified by the researcher*

### **3.4 Sampling Techniques**

#### **3.4.1 Purposive Sampling**

Purposive sampling, according to Mugenda and Mugenda (2016), is a group of non-probability sampling techniques in which units are selected because they have characteristics one may need in their sample. Purposive sampling was used because it is the best-suited sampling technique for small samples, and it also helps in accessing a particular subset of the population that shares certain characteristics which the participants in this study have, hence making it the best sampling technique for this study.

### **3.5 Data collection instruments**

The study employed the following study instrument to gather the study findings;

#### **3.5.1 Document Review Checklist**

According to Moen (2022), a document review checklist helps a researcher conduct an insightful and pertinent evaluation of the materials related to their research. The researcher perused through

reports and regulations that are available. A list of the papers that were reviewed, along with their status, was included in the documentary review. Various documents were evaluated and listed chronologically by the researcher, and the documentary review took a maximum of 10 minutes.

### **3.5.2 Interview Guide**

An interview guide collects data that supports the researcher through directing an interview process towards the objectives and issues regarding the study Mugenda and Mugenda et al., (2019). The interview guide comprised of open-ended questions, and it was a directly personal interview. The interview guide helped the researcher to assess whether all questions have been asked or not.

## **3.6 Data quality control**

### **3.6.1 Validity**

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. Validity considers how correctly the research tools measure what the researcher wants to measure. Thus, validity is about the research tool being credible or trustworthy or being accurate or corrects (Etyang, 2018). After formulating the questionnaire, the supervisors and other experts reviewed the items and check the language clarity, content comprehensiveness, and relevancy and how long the questionnaire is. To establish the validity of the instruments, the researcher will use expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the questionnaire was tested using the content validity test (CVI). To further arrive at the relevancy of the questionnaire, the researcher will design the instrument that yielded content –valid data by first specifying the domain of indicators that are relevant to the concept being measured. A content-valid data measure contained all possible items that were used in measuring the impact of ban on corporal punishment on academic performance of pupils in primary schools

The tool was fine-tuned using the best advice. The validity index was tested by use of the formula below.

$$CVI = \frac{\text{Number of questions declared valid}}{\text{Total Number of items in the questionnaire}}$$

*Total Number of items in the questionnaire*

Besides, the triangulation was used to increase on the validity of both qualitative and quantitative instruments (Amin, 2005). To ensure validity of qualitative tools, the researcher carefully recorded and transcribes the interviews (Munakukaama, 1997). Finally, when presenting findings, the researcher ensured not to leave out the discrepant minority opinions of respondents, which run counter to the general themes of the majority.

### **3.6.2 Reliability**

A tool's reliability shows the extent to which it is free of errors and for that makes sure that there is continuous valuation across time and also across the various items in the instrument. This therefore means that a tool's reliability shows how stably and consistently the tool evaluates the idea thereby helping to measure the worthiness of a measure (Sekaran & Bougie, 2016). The researcher employed the test-retest reliability. According to Sekaran and Bougie(2016), the reliability of the instrument is tested using the test re-test method of reliability and Cronbach alpha tests to determine the reliability index with the help of SPSS. Data was collected from 20 people not among those in the sample. The principle of reliability as far as research instruments are concerned, is clearly put forward by Amin (2005), an instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances. Therefore, the researcher pre-tested and retested the instruments on a small number of undergraduate students in an interval of two months. The researcher computed the reliability for multi-item opinion questions using SPSS computer software. The items were tested using Cronbach Alpha and it should give a reliability figure of 0.79 (Appendix B), which is above the recommended reliability of 0.7 (Kaplan and Saccuz, 1993)

## **3.7 Data analysis and presentation**

### **3.7.1 Thematic analysis**

According to Lapadat (2010), is a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually



textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles. The analysis involved organizing data into meaningful themes and categories. Themes, according to Ryan and Bernard (2022), are important concepts that show specific experiences of participants by the more general insights that are apparent from the whole data set. Arranging data systematically and thematically from transcripts facilitated the discussion of the findings via the themes and categories (Creswell, 2023).

The themes that emerge from each data set were presented and discussed separately to establish recurring ones. The findings of the study were discussed, interpreted and supported through cross-referencing relevant sections in the literature review and the theoretical framework. First, observation data was analyzed and organized into meaningful themes and categories. Interview data was also be organized according to individual responses and analyzed by grouping answers together across participants. Field notes gathered during observations were also examined and presented with the actual quotations to show the real effect of school feeding programme on academic achievement of pupils in primary schools. Interviews were audio recorded to facilitate qualitative analysis of explanation of the data gathered from these.

### **3.8 Ethical considerations**

The following ethical considerations were looked at by the researcher during the research.

#### **3.8.1 Informed consent and voluntary participation**

The researcher got consent from the respondents to involve in the research not just forcing them to participate. Informed consent is the basis of ethical research (Denzin & Lincoln, 2011). The people participating in the study were made aware of what the study was about, it's purpose, usage of the data, and any consequences that could arise from it (Fleming, 2018). The researcher furnished the respondents with information on the reason for the research and the procedure of collecting data. The participants were allowed enough time to ask questions and have any concerns addressed. The respondents exercised free will in deciding whether to participate in research activity or not. All people to be involved in the research process were given written informed acceptance.

### **3.8.2 Confidentiality**

Confidentiality is looked at by Walford(2005) to mean information that is private and is not to be divulged to others. Whatever has been said in confidence must remain confidential. The researcher assured the participants that information offered by them would not be passed on to another party (third party) without consent of the respondent. Their identity and response was made confidential and anonymised through the use of numbers or through pseudonyms.

### **3.8.3 Anonymity**

Anonymity, termed more appropriately as pseudonymity, is defined by Wiles (2013) as a major means used by the researcher to safeguard the confidentiality of responders by using pseudonyms. Anonymisation is one of the kinds of confidentiality, comprising of identity concealment of research responders (Saunders, Kitzinger, & Kitzinger, 2015). The researcher ensured that all respondents were anonymous implying that their identities were not known and not salient in the study. Withholding the identity of respondents is a guarantee that their statements are authentic (Taylor, 2015).

### **3.8.4 Plagiarism**

The researcher ensured that all written work is original and without any borrowed and manipulated texts, results or even expressions. The researcher made sure that, all words and publications of the author were given their due acknowledgement (Mugenda & Mugenda, 2003). The researcher subjected the written works to plagiarism software test and made sure it is 20% or less compliant of plagiarism material.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND INTERPRETATION**

#### **4.0 Introduction**

The study determined the effect of ban on corporal punishment on the academic performance of pupils in primary schools in Atatur Sub County, Kumi district. The study was based on three objectives namely: 1) To identify the effects of ban on corporal punishment on pupil's academic performance in primary schools in Atatur Sub County, Kumi district. 2) To determine the teacher's attitude towards the ban on corporal punishment in primary schools in Atatur Sub County, Kumi district and 3) To identify other alternatives to corporal punishments in primary schools in primary schools in Atatur Sub County, Kumi district. The study used qualitative research approach and a case study design of 25 participants who include local officials, local people and law enforcement officers were interviewed. Data was collected from participants using interview method. This chapter presents the findings of the study and it is divided into two parts. Part one presents demographic characteristics of participants and part two (2) is the interpretations of the findings

#### **4.1 Demographic characteristics of participants**

##### **4.1.1 Age of participants**

The general and demographic information indicate that participants belonged to different age groups. The difference in the age was an important component of selecting respondents for the study, which helped in obtaining different information and also shows maturity in the collected information. In this regard, the selected and interviewed participants were from 18-25, 26-33 and 34 above. Here, the purpose was to find out the average age of participants in the study and it was discovered that majority of the participants (10) were in the age bracket of 34 and above. The above view indicated that participant's added value to the responses given that mature participants are more trustable as they take time to think about a particular aspect of life before giving reliable responses.

**Table 4.1: Age of participants**

<b>Age Group</b>	<b>Number of participants</b>	<b>Percentage (%)</b>
18-25	6	24
26-33	9	36
34 above	10	40
<b>Total</b>	<b>25</b>	<b>100%</b>

*Source: primary data (2025)*

#### **4.1.2 Gender of participants**

According to the findings of the study, Nine (16) participants were males and females were Six (9). This implies that the male participants were the majority hence most of the data was collected from male participants.

**Table 4.2: Showing gender of participants**

<b>Gender</b>	<b>Number of participants</b>	<b>Percentage (%)</b>
Female	9	36
Male	16	64
<b>Total</b>	<b>25</b>	<b>100%</b>

*Source: primary data (2025)*

#### **4.1.3 Educational level of participants**

Data showed that majority of the participants (15) had acquired secondary education. This meant that they easily understood questions in the interview guide and their views were well informed. Uma (2017) asserted that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret contents of the interviews.

**Table 4.3 Showing education level of participants**

<b>Education level</b>	<b>Number of participants</b>	<b>Percentage (%)</b>
Primary	6	24
Secondary	15	60
Post-Secondary	4	16
<b>Total</b>	<b>25</b>	<b>100%</b>

*Source: primary data (2025)*

*For purposes of anonymity, the following codes were used:*

DEO 1 = District Education Officer

TRS1-5 = Teachers

PP1-18 = Pupils (aged 7-17 years)

## 4.2 Presentation and interpretation of findings

Presentation and interpretation of the findings was done according to study objectives as below:

### 4.2.1 Effects of the ban of corporal punishment on pupils' academic performance/career

**Table 4.4: Showing Effects of the ban of corporal punishment on pupils' academic performance/career**

<b>Responses</b>	<b>N</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
The ban on corporal punishment has increased pupil absenteeism	25	0 (0%)	2 (4%)	5 (9%)	7 (32%)	11 (55%)
Worsening pupil-teacher relationships	25	2 (5%)	3 (7%)	0 (0%)	14 (60%)	6 (28%)
Increased school violence orchestrated by pupils	25	0 (0%)	0 (0%)	0 (0)	15 (67.0%)	10 (33%)
The ban on corporal punishment has led to Diminishing overall learner interests	25	0 (0%)	0 (0%)	4 (6.8%)	8 (35%)	13 (58.2%)
The ban on corporal punishment has led to increased school violence orchestrated by pupils.	25	0 (0%)	0 (0%)	2 (4%)	6 (27%)	17 (69%)

The first objective of the study was about the effects of the ban of corporal punishment on pupil's academic performance/career and participant's responses in line with this objective are as listed below:

Participants were asked to reveal if the ban on corporal punishment has increased pupil absenteeism and none of the participants strongly disagreed, 4% of the participants disagreed, 9% of the participants were not sure, 32% of the participants agreed and lastly 55% of the participants strongly agreed. Majority of the participants agreeing and strongly agreeing indicated that the ban on corporal punishment has increased pupil absenteeism. And this was Affirmed participant TR1 who said that *“the ban on corporal punishment has increased pupil absenteeism”*

Participants were asked whether worsening pupil teacher relationships is an effect of the ban of corporal punishments and 5% of the participants strongly disagreed, 7% of the participants disagreed, none of the participants were not sure, 60% of the participants agreed and lastly 28% of the participants strongly agreed. Even participant TR2 added that *“the ban on corporal punishment has led to worsening pupil-teacher relationships”* has pupils have reduced on the respect they give to teachers due to ban leading to the worsening of their relationships.

Thirdly, participants were asked to reveal if the ban on corporal punishment has led to diminishing overall learner interests and 67% of the participants agreed, 33% of the participants strongly agreed, no participant strongly disagreed, disagreed and none of the participants were not sure. This was affirmed by participant (TR1) who said that *“the ban on corporal punishment has led to diminishing of overall learner interests”*

Participants were also asked to reveal if, the ban on corporal punishment has led to increased school violence orchestrated by pupils and none of the participants neither strongly disagreed nor disagreed, 6.8% of the participants were not sure, 35% of the participants agreed and lastly 58.2% of the participants strongly agreed.

Participants (PP1) added that *“the ban on corporal punishment has led to increased school violence orchestrated by pupils”*

#### 4.2.2 Teachers attitudes towards the ban of corporal punishment in primary schools

**Table 4.5: Showing Teachers attitudes towards the ban of corporal punishment in primary schools**

Responses	N	SD	D	NS	A	SA
Teachers indirectly use corporal punishment without management knowledge	25	1 (2%)	0 (0%)	3 (6%)	7 (30%)	14 (62%)
Teachers still support use of corporal punishment	25	0 (0%)	2 (3%)	10 (7%)	60 (54%)	38 (36%)
Teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly	25	0 (0%)	0 (0%)	15 (10.2%)	65 (67.0%)	30 (22.7%)
Teachers are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive	25	1 (1%)	2 (3%)	0 (0%)	45 (38%)	62 (58%)

The second objective of the study was about teacher's attitudes towards the ban of corporal punishment in primary schools and their responses in line with this objective were as follows:

Participants were asked to reveal if teachers indirectly use corporal punishments without



management knowledge and 2% of the participants strongly disagreed, none of the participants disagreed, 6% of the participants were not sure, 30% of the participants agreed and lastly 62% of the participants strongly agreed. Study participant (TR1) said that *“teachers indirectly use corporal punishment without management knowledge”*

Participants were asked to reveal if teachers still support use of corporal punishments and none of the participants strongly disagreed with this, 3% of the participants disagreed, 7% of the participants were not sure, 54% of the participants agreed and lastly 36% of the participants strongly agreed. Study participant (TR1) added that *“teacher’s still support use corporal punishment” even after the ban.*

Participants were also asked to reveal if teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly and none of the participants neither strongly disagreed nor disagreed, 10.2% of the participants were not sure, 67% of the participants agreed and lastly 22.7% of the participants strongly agreed. This was affirmed by participant (SW1) who said that *“teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly”*

Participants were also asked whether teachers are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive and 1% of the participants strongly disagreed, 3% of the participants disagreed, none of the participants were not sure, 38% of the participants agreed and lastly 22.7% of the participants strongly agreed.

Study participant (TR2) said that *“teachers are unhappy about the ban on corporal punishment*

*Therefore, the expressions above show that teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly*

### 4.2.3 Other alternatives to corporal punishment in primary schools

**Table 4.6. Showing other alternatives to corporal punishment in primary schools**

Responses	N	SD	D	NS	A	SA
Developing effective student assessment and supervision strategies	25	0 (0%)	3 (12.8%)	2 (5.2%)	14 (60%)	6 (22%)
undertaking transparent discipline management and referral is an alternative to corporal punishment	25	0 (0%)	1 (3.5%)	5 (17%)	12 (53.4%)	7 (26.1%)
Increasing teacher competency through in-service teacher training	25	1 (2%)	0 (0%)	4 (8.2%)	15 (67.0%)	5 (22.7%)
Putting in place effective channels of communication and teachers with a high level of basic human attributes, a higher empathic ability and understanding.	25	1 (1.1%)	3 (12.5%)	2 (6.8%)	14 (51.1%)	5 (28.4%)

The third objective of the study was about other alternatives to corporal punishment in primary schools and responses in line with this objective were as follows:

Participants were asked to reveal if developing effective student assessment and supervision strategies and none of the participants strongly disagreed, 12.8% of the participants disagreed, 5.2% of the participants were not sure, 60% of the participants agreed and lastly 26.1% of the participants strongly agreed. Participant (PP1) said that “*developing effective student assessment*

*and supervision strategies makes an alternative to corporal punishment”*

Participants of the study mentioned that undertaking transparent discipline management and referral is an alternative to corporal punishment. And none of the participants strongly disagreed, 3.5% of the participants disagreed, 17% of the participants were not sure, 53.4% of the participants agreed and lastly 26.1% of the participants strongly agreed. This was affirmed by participant (CDR1) who said that *“undertaking transparent discipline management and referral is an alternative to corporal punishment”*

Participants of the study were asked to mention if increasing teacher competency through in-service teacher training will address issues that require corporal punishments. And 2% of the participants strongly disagreed, none of the participants disagreed, 8.2% of the participants were not sure, 67% of the participants agreed and lastly 22.7% of the participants strongly agreed. This was affirmed by participant (TR1) who said that *“increasing teacher competency through in-service teacher training will address issues that require to corporal punishment”*

Participants were asked to reveal if putting in place effective channels of communication and teachers with a high level of basic human attributes, a higher empathic ability and understanding. And 1.1% of the participants strongly disagreed, 12.5% of the participants disagreed, 6.8% of the participants were not sure, 51.1% of the participants agreed and lastly 28.4% of the participants strongly agreed. This was affirmed by participant (TR1) who said that *“putting in place effective channels of communication and teachers should have a high level of basic human attributes, a higher empathic ability and understanding”*

## CHAPTER FIVE

### DISCUSSION OF STUDY FINDINGS

#### 5.1 Introduction

The study determined the effect of ban on corporal punishment on the academic performance of pupils in primary schools in Atatur Sub County, Kumi district. The study was based on three objectives namely: To identify the effects of ban on corporal punishment on pupil's academic performance in primary schools in Atatur Sub County, Kumi district, to determine teacher's attitude towards the ban on corporal punishment in primary schools in Atatur Sub County, Kumi district and lastly to identify other alternatives to corporal punishments in primary schools in primary schools in Atatur Sub County, Kumi district.

The study discovered that increased pupil absenteeism, worsening pupil-teacher relationships, increased school violence orchestrated by pupils and diminishing overall learner interests. Further the study found that Teachers indirectly use corporal punishment without management knowledge, teachers still support use corporal punishment, teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly and teachers are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive.

The study also found that developing effective student assessment and supervision strategies, undertaking transparent discipline management and referral, increasing teacher competency through in-service teacher training, putting in place effective channels of communication and teachers with should have a high level of basic human attributes, a higher empathic ability and understanding.

These findings are in line with a range of past studies (see chapter Two) where authors presented an extended exposition of historical antecedents of the present situation regarding the effect of ban on corporal punishment on the academic performance of pupils in primary schools. Although some authors (O Young, Critchley & Johnstone (2019) and Davis, 2021) failed to address the issue in an increasingly exploited range, the findings of this study matches the subtlety and rigor of the subject matter (the effect of ban on corporal punishment on the academic performance of

pupils in primary schools).

This chapter presents the discussions of the study findings in line with the study findings identified earlier in chapter four and the discussions have been done in line with the three specific objectives of the study. The purpose of this chapter is to present the findings of data analysis in a systematic way and to give all evidence related to research objectives and questions as seen below:

## **5.2 Discussion**

The discussion of the findings is presented as below

### **Effects of the ban of corporal punishment on pupils' academic performance/career**

Participants were asked to mention the effects of the ban of corporal punishment on pupils' academic performance/career in Atatur Sub County, Kumi district and their responses included: increased pupil absenteeism, worsening pupil-teacher relationships, increased school violence orchestrated by pupils and diminishing overall learner interests

The finding of the study shows that the ban on corporal punishment has increased pupil absenteeism. This is line with the findings of UNICEF (2021) where it was reported that the ban on corporal punishment has increased pupil absenteeism.

The findings of the study also show that the ban on corporal punishment has led to worsening pupil-teacher relationships. This finding is in line with the findings of the study by WHO (2022) also argued that the ban on corporal punishment has led to worsening pupil-teacher relationships

Findings also revealed that the ban on corporal punishment has led to increased school violence orchestrated by pupils. Young, Critchley & Johnstone (2019) supports these findings where was discovered that the ban on corporal punishment has led to increased school violence orchestrated by pupils.

Additionally, the ban on corporal punishment has led diminishing overall learner interests. Even WHO (2020) found that the ban on corporal punishment has led diminishing overall learner interests.

### **Teachers' attitudes towards the ban of corporal punishment in primary schools**

Participants of the study were asked to mention teachers' attitudes towards the ban of corporal punishment in primary schools and their responses are: Teachers indirectly use corporal punishment without management knowledge, teachers still support use corporal punishment, teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly and teachers are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive

The study findings show that teachers indirectly use corporal punishment without management knowledge. This is in line with the finding of the study by WHO (2022) also reported that teachers indirectly use corporal punishment without management knowledge

Additionally, findings show that teachers still support use corporal punishment. In support of this finding, Young, Critchley (2022) reported that teachers still support use corporal punishment

Study findings further revealed that teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly. In support of this finding, Johnstone (2022) also found that teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly

The study found that teachers are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive. Even WHO (2022) also found that teachers are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive.

### **Other alternatives to corporal punishment in primary schools**

Participants of the research study were identify other alternatives to corporal punishment in primary schools and their responses included; developing effective student assessment and supervision strategies, undertaking transparent discipline management and referral, increasing teacher competency through in-service teacher training, putting in place effective channels of communication and teachers with should have a high level of basic human attributes, a higher empathic ability and understanding.

The findings of the study show that developing effective student assessment and supervision strategies makes an alternative to corporal punishment. In line with finding, Young (2023) reported that developing effective student assessment and supervision strategies makes an alternative to corporal punishment

Other findings of the study indicate that undertaking transparent discipline management and referral is an alternative to corporal punishment. Even WHO (2022) also found that undertaking transparent discipline management and referral is an alternative to corporal punishment

Study findings further revealed that increasing teacher competency through in-service teacher training will address issues that require to corporal punishment. Critchley (2023) in their study also found that increasing teacher competency through in-service teacher training will address issues that require to corporal punishment

It was also revealed during the study that teachers should have a high level of basic human attributes, a higher empathic ability and understanding. This find is in line with the findings of the study by Child Welfare Information Gateway (2023) where it was also found that teachers with should have a high level of basic human attributes, a higher empathic ability and understanding.

### **5.3 Conclusions**

From the findings of the study, the following conclusions are drawn:

The finding of the study shows that the ban on corporal punishment has increased pupil absenteeism.

As the findings of the study revealed, the ban on corporal punishment has led to worsening pupil-teacher relationships.

Corporal punishment has led to increased school violence orchestrated by pupils and this was indicated in the study findings.

Additionally, the ban on corporal punishment has led diminishing overall learner interests as found out by this study.

As the study findings show, teachers indirectly use corporal punishment without management

knowledge.

Additionally, teachers still support use corporal punishment in schools as this was mentioned by study participants during data collection

It is also true as indicated in the findings that teachers are still requesting reinstatement of use corporal punishment as pupils are becoming unruly.

Teachers are unhappy about the ban on corporal punishment and fear that it will result in students becoming more aggressive and this was revealed in the findings.

Further, as the findings of the study show, developing effective student assessment and supervision strategies makes an alternative to corporal punishment.

It is also true that undertaking transparent discipline management and referral is an alternative to corporal punishment as indicated in the findings.

Increasing teacher competency through in-service teacher training will address issues that require to corporal punishment as this was noted in the study findings.

Lastly, teachers should have a high level of basic human attributes, a higher empathic ability and understanding as this was supported by study findings.

#### **5.4 Recommendations**

From the study findings and conclusions of the research study, the following recommendations have been made:

Government and stakeholders should support discipline management issues in schools including supporting of capacity building initiatives of school management so that they can be able to combat indiscipline and undertake discipline referrals other than relying on corporal punishment

Government in conjunction with school authorities should enforce school rules and regulations transparently and implement a range of alternative measures to corporal punishment

To avoid use of corporal punishment by teachers, parents need to be involved in discipline matters of their children



### **5.5 Areas for further research**

- a) Effect of a ban on corporal punishment on academic performance of pupils in primary schools
- b) An assessment of socio-demographic determinates of pupil indiscipline in primary schools
- c) Effect of ban on corporal punishment on teacher's instructional abilities in primary schools

### **5.6 Chapter summary**

This chapter looked at the conclusions and recommendations of the research study. In this chapter, the researcher has the opportunity to summarize, conclude and make recommendations based on the study findings.

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## **APPENDIX 1: CONSENT LETTER**

**Bachelor of Social Work and Social Administration (Candidate)**

### **RESEARCH PROJECT-UGANDA CHRISTIAN UNIVERSITY, MBALE**

I am **ODEKE GONZA** a student of Uganda Christian University, currently undertaking a research on a topic 'the effect of ban on corporal punishment on the academic performance of pupils in primary schools in Atatur Sub County, Kumi district'. You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academic's purposes, treated confidential and will be held anonymous before publication.

Thank you



.....  
**(Researcher)**



UGANDA CHRISTIAN UNIVERSITY  
 A Centre of Excellence in the Heart of Africa  
 MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE DISTRICT EDUCATION OFFICER

Dear Sir/Madam,  
 Re: Academic Research  
 Christian greetings!



*Mr. Atubwa*  
 Please accord this student the necessary support and provide information to support in his area of study  
 ODEKE GONZA  
 Dea-  
 Kum

We are honored to introduce to you Mr. Mrs./Miss.....  
 Of Registration Number; 19221muc/BSW/021 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree IN SOCIAL WORK AND SOCIAL ADMINISTRATION

He/ she is required to carry out an academic research on the topic  
INVESTIGATING THE IMPACT OF GBV ON CORPORAL PUNISHMENT ON THE ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN ATUTUR-JOB COUNTY EGYPT DISTRICT

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.  
 Thank you.

Yours faithfully,

*[Signature]*



Mr. Akampurira Timothy  
 Academic Registrar

### APPENDIX 3: BIO – DATA

#### Instructions

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary.

- 1 Name: (optional) .....
- 2 Age: 10 – 15  15 – 25  25 – 35  35 +
- 3 Gender: Male  Female
- 4 Marital status: Single  Married  Divorced  Separated  Widowed
- 5 Location:  
Cell ..... Ward .....
- 6 Levels of Education:  
None  Primary  Public primary  Tertiary and above   
Other (please specify)  
.....  
.....
- 7 Religion: Protestant  Catholics  Muslims  Born again   
Others (please specify).....

## **APPENDIX 3: UNSTRUCTURED INTERVIEW GUIDE FOR DEO, TEACHERS AND PUPILS OF UPPER CLASSES**

### **Section A: Background information**

1) Self-Introduction

2) Gender participants Male  Female

### **Questions**

- I. What are the effects of the ban on corporal punishment on pupils' academic performance in primary schools in Atatur Sub County, Kumi district?
- II. Explain the teacher's attitude towards the ban on corporal punishment in primary schools in Atatur Sub County, Kumi district.
- III. What other alternatives to corporal punishments can be employed in primary schools in Atatur Sub County

***THANK YOU***

**APPENDIX VIII: WORK PLAN SCHEDULE**

<b>Duration</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>
<b>Activity</b>												
<b>Developing Questionnaires</b>												
<b>Data collection</b>												
<b>Data processing and analysis</b>												
<b>Writing Draft and Final Report</b>												
<b>Submission of Report</b>												



## APPENDIX IX: BUDGET ESTIMATES

Item	Quantity	Unit Cost	Total Cost
Stationary			
Ruled paper	2 reams	10,000/=	20,000/=
Note book	4	3,000/=	12,000/=
Printing	37 pages	500/=	18,500/=
Photocopying	74 pages	150/=	11,100/=
Pens	10	500/=	5,000/=
Bag	1 bag	35,000/=	35,000/=
<b>Sub Total</b>			<b>101,600/=</b>
<b>Date collection</b>			
Transport	5 days	20,000/=	100,000/=
<b>Sub Total</b>			<b>201,600/=</b>
<b>Report writing</b>			
<b>Secretarial services</b>			
Typing	64 pages	500 per page	32,000/=
Printing	64 pages	150 per page	9,600/=
Photocopying	150 pages	150per page	22,500/=
Binding	3books	20,000/= each	60,000/=
<b>Sub Total</b>			<b>124,100/=</b>
<b>TOTAL SUM</b>			<b>325,700/=</b>



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