



DISCIPLINARY MEASURES AND PUPILS' ACADEMIC PERFORMANCE
IN KIRA TOWN COUNCIL PRIMARY SCHOOLS, UGANDA

BY:

EDWARD PETER BASEMBEZA

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Declaration

I, **Edward Peter Basembeza** do hereby declare that this dissertation work titled “**Disciplinary Measures and Pupils’ Academic performance in Kira Town Council primary Schools, Uganda**” is my original work and has never been submitted to any institution for any award.

Where the work of others has been used, due acknowledgement has been made.

Signature.....

Edward Peter Basembeza

Date.....

Approval

This dissertation entitled: “Disciplinary Measures and Pupils’ Academic Performance in Kira Town Council Primary Schools, Uganda” is the original work of Edward Peter Basembeza. It was done under our supervision and guidance and has been submitted for examination with our approval.

Signature.....

Dr. Gerald Kangambirwe Karyeija

(Supervisor)

Date.....

Signature.....

Dr. Micheal Kiwanuka

(Supervisor)

Date.....

Dedication

This piece of work is dedicated to my dear wife Mrs. Basembeza Jane Olivia and our sweet five children; Kayongo Ambrose, Kayongo Anthony, Basembeza Angella Ruth, Basembeza Adrian and Basembeza Andrew. You are the very reason I have to keep moving forward.

To my ailing mother Baseke Maria Theopista. I pray daily for your miraculous recovery from the stroke you suffered in 2014 that has rendered you bed ridden since then and finally to my brother Kayongo Noah who laid a firm foundation for my academic journey.

May the good Lord grant you your best wishes.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
CCBD	Council for Children with Behavior Disorders
CVI	Content Validity Index
DIS	District Inspector of Schools
KTC	Kira Town Council
MIML	Masters in Institutional Management Leadership
MoES	Ministry of Education and Sports
P L E	Primary Leaving Examinations
SMC	School Management Committee
SPSS	Statistical Package for Social scientists
U P E	Universal Primary Education
U	Ungraded
UK	United Kingdom
UMI	Uganda Management Institute
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children's Educational Fund
USA	United States of America
X	Absent

ABSTRACT

This study examined the effects of disciplinary measures on pupils' academic performance in Kira Town Council primary schools, Uganda. Specifically, the study sought; to establish the effect of negative discipline and positive discipline on the academic performance of pupils.

The study was a cross-sectional survey that also adopted a case study approach. Both quantitative and qualitative research approaches were employed to observe a sample of 257 respondents using Questionnaires and an interview guide. Quantitative data was analyzed using Pearson correlation coefficient and qualitative data was analyzed using content analysis and thematic analysis techniques.

The study found out that there is no positive significant relationship between negative disciplinary measures and pupils' academic performance while a moderate positive significant relationship existed between positive disciplinary measures and pupils' academic performance.

The study recommended massive sensitization and awareness among the various stakeholders on the effects of continuous use of negative discipline and instead embrace positive disciplinary measures since they have positive effect on the pupils' academic performance. It was further recommended that government takes up stern measures on teachers who continuously use negative disciplinary measures.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The issue of school discipline is a global and constant challenge according to Council for Children with Behavior Disorders (CCBD 2002) and is a matter of concern to all as cited by Mafabi in Byaruhanga, (2004). The place of discipline in both faith and non-faith based schools is number one problem (Ochulu, 2009; Kidner, 2003). In view of Charles (1999), discipline deals with prevention and suppression of unwanted behaviors. Globally, different forms of disciplinary measures have been used on children in homes and on students in schools (Barnen, 1998). The study investigated the effects of disciplinary measures on the academic performance of pupils in selected primary schools of Kira Town Council, Wakiso District, Uganda. Disciplinary measures in this study were conceived as the independent variable while pupils' academic performance was the dependent variable. This chapter presents the background to the study, statement of the problem, specific objectives, research questions, hypotheses, conceptual frame work, significance of the study, scope of the study and operational definitions of terms and concepts.

1.2 Background to the study

The attitude of the teachers and parents in using negative disciplinary measures such as caning or spanking, before 1840s was largely influenced by religious morals based on the belief of "spare the rod and spoil the child". However, after World War 2, the human rights charter was signed in 1948 by 61 member countries of UN guaranteeing the

protection of human rights. This was followed by various legislations against torture and the use of negative discipline in homes and schools in the USA, Britain, German, France and other developed economies of the Northern hemisphere as noted by Richards (1987). Two key features define negative discipline as physical violence against children and the concept of punishments in response to wrong doing (UNICEF, 2011). Violence is at the extreme end of a range of punishments that are inflicted on children not only by teachers but also by parents (Tang, 1998). The issue of fundamental children's human rights is enshrined in the 1995 Constitution of Uganda Cap 34 and article 19 of the UN Convention of Children. Elsergany (2010) categorizes negative discipline into two major forms, namely – physical punishment that inflicts pain on the body like canning and slapping, and psychological or non-physical punishment that leads to low self- esteem like verbal abuse. Benator (2011) defines negative discipline as the infliction of physical pain on the body of a human by beating, hitting, spanking, paddling, swatting and canning. Ugandan school teachers often apply canning as a method of discipline.

Jones (1999) looks at negative discipline as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. This involves hitting, smacking and slapping children with a hand or with an implement, whip, stick, belt, shoe, wires and a wooden spoon. Torkasi (2002) highlights physical punishments to involve more dangerous forms like shaking or throwing children, scratching, pinching, burning, scalding or forced ingestion like washing children's mouth out with soap or forcing them to swallow hot spices. Non - physical or psychological punishments are those that are cruel and degrading like those that belittle, humiliate,

denigrate, threaten, scare and ridicule the child – like locking a child in a room with backing dogs, locking a child in a pond compartment that houses crocodiles or undressing a child in school or abusing a child publically in school using degrading words. Non – physical punishments have a long – lasting psychological torture on children’s lives as noted by Smith (1995).

Academic achievement as quoted by Ssemakula (2012) is evaluated by the marks and grades that a student obtains in a test or examination which is done at the end of the topic, school term and end of year cycle. The degree of achievement is measured by the scores and grades each student obtains. Scores and grades provide a yard stick or standard for evaluating performance. A good performance places a student in the next higher level in a competitive class.

1.2.1 Historical background

It is believed that children in medieval times were treated differently from adults in legal matters and the authorities were as troubled about violence to children as they were to the adults (Orme, 2007). The medieval world was a dangerous place and it could take harsh measures to prepare a child to live in. Pain was the medieval way of illustrating that actions had consequences. Salvation was the main goal of discipline and parents were driven to ensure their children a place in heaven. In one incident in the early 14th Century London, neighbors intervened when a cook and clerk were beating a boy carrying water. A scuffle ensued and the child’s tormentors were subdued. The neighbors didn’t even

know the boy, but they firmly stood up for him even when they were physically attacked and stood by their actions when the cook and clerk later sued for damages.

The book of proverbs in the Bible stresses the importance of disciplining children, as opposed to leaving them neglected or unruly, in several verses. Interpretation of these verses varies, as do many passages from the Bible, from literal to metaphorical. The most often paraphrase states that “Whoever spares the rod hates his son, but he who loves him is diligent to discipline him” (Proverbs 13:24, New King James Version).

In many cultures, parents have historically had the right to spank their children when appropriate. A 2006 retrospective report study in New Zealand showed that physical punishment of children remained quite common in the 1970s and 1980s, with 80% of the sample reporting some kind of physical punishment used as a disciplinary measure from parents at some time during childhood. Among this sample, 29% reported being hit with an empty hand. However 45% were hit with an object, and 6%, were subjected to serious physical abuse. This study noted that abusive physical punishment tended to be given by fathers and often involved striking the child’s head or torso instead of the buttocks or limbs.

In a related survey of 500 young women in Uganda aged 18 – 24 years concerning their childhood experiences of physical punishments, undertaken by the African Child Policy Forum and published in 2006, found that 94.2% had been subjected to physical punishment. Beating with an object was found to be the most prevalent form of physical punishment (85.8%). Prevalence figures for other forms of physical punishment were

55% for punching, 26.8% kicking, 47.8% hard work, 20.4% being choked or burned, 9% having spicy or bitter food put in the mouth, 18.2% being locked or tied up, and 52.8% being denied food. Girls were found to be most vulnerable to beating with an object when aged 10 -13 years (57.1%), and to being hit or punched when aged 14- 17 years (44%).

Experiencing the violence more than ten times was likely in the beating than other types of punishment. Most beating with an object was carried out by male teachers (48.5%), followed by fathers (43.4%) and mothers (42.9%); and in 57.3% of cases, medical attention was required. Most hitting or punching was carried out by fathers (22.9%), followed by mothers (17.1%) and brothers (15.6%), and with medical attention required in 21.1% of cases. At school, girls were told they were beaten for being late, for misbehaving, or being disrespectful (Stavropoulos, 2006).

Therefore discipline and respect were emphasized. According to Ezewu (1986), instruction in the informal education type used to take place at around the fire place after the evening meal, whenever a child committed an offence. Through stories, tales and riddles, the mother or grandmother would alert the children of what society expected of them as they grew up. Some societies used capital punishments to alert the young generations of the gravity of particular cases of indiscipline and immorality (Okumbe, 1998). Punishments therefore varied according to the weight of the offence as it was viewed by a given society.

Based on these studies, there was need to investigate whether disciplinary measures employed by teachers on pupils were liable for the current academic performance of pupils in Kira Town Council Schools, Wakiso district, Uganda.

1.2.2 Theoretical background

The study was underpinned by the Institutional theory or Neo-Institutional theorem advanced by Walter Powell and Holland Taylor (1996) and the Principal agent theory advanced by Stephen Ross and Lane (2000). The institutional theory postulates that human behavior within institutions ought to encompass formal rules, norms, schemes, routines and values which become established as authoritative guidelines for social behavior. Failure to honor them may attract appropriate disciplinary measures for the offenders. Schools in Uganda, as public and private institutions, have formal rules and regulations that ought to be obeyed by students, teachers and support staff for the success of public education programs as noted by Ssekamwa (1992). According to the institutional theory, appropriate disciplinary measures should be instituted to the culprits according to what the rules and penalties say.

The study was further underpinned by the principal agent theory advanced by Steven Ross and Lane (2000). The principal agent theory describes relationships where one person or entity (the agent) is able to make decisions on behalf of the principal. The theory further explains the relationship between parents, government, teachers and students in the management of disciplinary measures. The theory is concerned with motivating one party (the agent) to act on behalf of the other (the principal) to achieve objectives of public administration in service delivery (Zahra, 1999). In the aspect of

instituting disciplinary measures, behavior and learning of students, teachers are agents of parents and the state (Larzelere, 1996). If the students break school rules and regulations, the teacher (the agent) ought to administer corrective disciplinary measures on behalf of the parent.

1.2.3 Conceptual background

The key concepts of the study were disciplinary measures as the independent variable and academic performance as a dependent variable. In this study, disciplinary measures were defined as methods put in place to ensure proper behavior such as rules and regulations, guidance and counseling sessions, rewards, expulsion, suspension, kneeling, writing apology letters, slapping, caning, slashing grass, cleaning toilets, etc- retrieved from <http://www.anppcaug.org>.

Disciplinary measures in this study took the form of negative discipline and positive discipline. Negative discipline is the practice of teaching and enforcing acceptable patterns of behavior by inflicting physical or psychological pain to the offender whereas positive discipline is the practice of teaching and enforcing acceptable patterns of behavior that does not cause physical and psychological pain to the offender. Negative discipline in this study took the form of corporal punishment, teasing, belittling, name calling, threats of abandonment and depriving of food. On the other hand positive discipline entailed giving children clear guidelines for what behavior is acceptable and then supporting them as they learn to abide by these guidelines through reflection, penalty, reparation and last resort (Karyeija et al, 2014).

Academic performance is the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve (Kaggwa, 2003; World Bank, 2002). In this study, academic performance took the form of quality of examination grades and completion rates.

Academic achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle (World Bank, 2002). Therefore the quality of the examination grades and the number of students that pass in various grades, determine the level of academic performance. Academic performance in this study was conceptualized as quality of examination grades and completion rates.

1.2.4 Contextual background

Although the Ministry of Education, Science Technology and Sports in Uganda, has from time to time given guidelines to teachers and schools on the appropriate use of disciplinary measures while handling school discipline (circular, No.6/2001), the situation in Kira town council has remained defiant to the expectations of the ministry. This manifests itself in the persistent use of negative discipline as a form of disciplinary measure in many schools in the town council. While doing this, the teachers claim that they want to better the pupils' academic performance. They are noted to use corporal punishment, name calling, belittling, teasing, threats of abandonment and depriving of food to discipline pupils and this has greatly affected the pupils' academic performance (Wakiso district inspector of schools' report on primary leaving examinations, 2014).

This poor academic performance was further noted by Kira Town Council education department while analyzing the 2014 primary leaving examinations in its six wards that is to say; Kira, Kimwanyi, Kirinya, Kyaliwajjala, Bweyogerere and Kireka. It was noted that out of the 4,329 candidates that sat for the 2014 Primary Leaving Examinations (PLE) in the six wards, only 31.7% passed in division one which is regarded as a quality grade leaving 68.3% pass in other grades. Actually 1.5% of the candidates were ungraded which was a bigger percentage of failures according to the town council education department.

The table below shows the summary of the candidates' performance in the 2014 Primary Leaving Examinations in the six wards of Kira town council primary schools.

Table 1.1: PLE (2014) performance in the six wards of Kira Town Council

Name of ward	Divisions								
	I	II	III	IV	U	X	Total	%1 st grade	% Ungraded
Kira	90	319	58	28	12	09	516	17.4	2.3
Kimwanyi	11	103	12	10	08	06	150	7.3	5.3
Kirinya	289	358	72	19	10	06	754	38.3	1.3
Kyaliwajjala	251	311	43	12	09	01	627	40	1.4
Bweyogerere	187	560	46	18	06	10	827	22.6	0.7
Kireka	545	811	59	23	09	08	1455	37.5	0.6
Totals	1,373	2,462	290	110	54	40	4,329	31.7	1.2

Key:

U = Ungraded X = absent

Source: Kira Education and Sports Department, Data Collection Analysis, February 2015.

It is upon that background that this study was necessary to investigate the effect of disciplinary measures on the academic performance of pupils in Kira Town council.

1.3 Statement of the problem

The Ministry of Education, Science Technology and Sports in Uganda has from time to time issued guidelines on the use of appropriate disciplinary measures to teachers and schools in managing pupils' discipline, (Circular No.6/2001, No.15/2006). Disciplinary measures in schools are intended to ensure that pupils conduct themselves with due regard to behaviors that can support their academic performance.

However, despite these guidelines on the appropriate disciplinary measures in managing pupils' discipline, most teachers in Kira Town Council schools still use negative disciplinary measures on pupils (Wakiso DIS report, 2014). The reason always advanced by teachers and sometimes parents is that they are shaping the behavior of pupils so as to maximize their academic performance in schools. On the contrary, academic performance of pupils has instead continued to decline in terms of number of grades, quality of grades and completion rate as negative discipline instill fear, uneasiness and lack of concentration which negatively impact on pupils' academic performance (Wakiso DIS report, 2014).

Therefore, that background warranted a study of this nature to investigate the effects of disciplinary measures on the academic performance of pupils in Kira Town council schools, Uganda.

1.4 Purpose of the study

The purpose of this study was to investigate the effects of disciplinary measures on the academic performance of pupils in Kira Town Council Primary Schools, Wakiso district, Uganda.

1.5 Objectives of the study

The study was guided by the following objectives:-

- i. To establish the effect of negative discipline on the academic performance of pupils in Kirinya Church of Uganda and Mother Majeri primary schools of Kira town Council.
- ii. To determine the effect of positive discipline on the academic performance of pupils in Kirinya Church of Uganda and Mother Majeri primary schools of Kira town Council.

1.6 Research questions

The study was guided by the following research questions:

- i. What is the effect of negative discipline on the academic performance of pupils in Kirinya Church of Uganda and Mother Majeri primary schools of Kira town Council?
- ii. How does positive discipline affect the academic performance of pupils in Kirinya Church of Uganda and Mother Majeri primary schools of Kira town Council?

1.7 Hypotheses of the study

The study was developed on the following hypotheses:

- i. Negative discipline has a positive significant effect on the academic performance of pupils in Uganda.

ii. Positive discipline positively affects the academic performance of pupils in Uganda.

1.8 Conceptual framework

Figure 1.1: provides a framework adapted from Raising Voices (2009) by the researcher to relate the variables of disciplinary measures and pupil's academic performance in Kira town council primary schools, Uganda.

INDEPENDENT VARIABLE

Disciplinary Measures

- i). **Negative discipline**
 - corporal punishment
 - name calling
 - belittling
 - teasing
 - threats of abandonment
 - depriving of food

- ii). **Positive discipline**
 - reflection
 - penalty
 - reparation
 - last resort

DEPENDENT VARIABLES

Pupils' Academic Performance

- Quality and quantity of examination grades
- Completion rates.



Figure 1.1: Conceptual framework showing the possible effect of disciplinary measures on pupil's academic performance in Kira town council primary schools, Uganda.

Source: Adopted from Raising Voices (2009) and modified for this study.

The independent variable is disciplinary measures, which was conceptualized as negative discipline and positive discipline. Negative discipline had dimensions such as corporal punishment, name calling, belittling, teasing, threats of abandonment, and depriving of

food while positive discipline had reflection, penalty, last resort and reparation as dimensions. The dependent variable is academic performance with dimensions such as quality of examination grades and completion rates.

1.9 Significance of the study

The study results may support the various stakeholders in the primary education system to develop appropriate approaches of enforcing discipline that may facilitate pupils' academic performance.

It is expected that the findings of this study may be used by policy makers and advocates in Kira Town Council to design and implement policies that support pupils' academic performance.

The study findings will also add on the existing body of knowledge and may also be used by future researchers as a source of reference for more research into similar academic issues in the education sector.

1.10 Justification of the study

Many academicians and scholars have carried out research both internationally and nationally on the impact of disciplinary measures on the academic performance in primary schools, but there is inadequate information and probably no research has been done on the impact of disciplinary measures on the academic performance of pupils in Kira Town Council, Wakiso district.

This study was crucial because the various disciplinary measures that teachers in Kira Town Council schools employ on their pupils affect their academic performance tremendously. This would make primary schools in Kira Town Council to achieve desirable academic standards in future.

1.11 Scope of the study

This covered the boundary of research, geographical location of the case study in question, content of the study and the period of time the study intended to cover.

1.11.1 Geographical scope

The study focused on a sample of 2 primary schools in Kira Town Council, Wakiso district. These schools were: Kirinya Church of Uganda Primary School which is government aided (Mixed and Low achiever) and Mother Majeri Primary School which is mixed, private and higher achiever in academic performance. The schools were also chosen because they are in the work area of the researcher and hence could easily be accessed. Their proximity to the worker area of the researcher also helped to cut costs of transport during data collection.

1.11.2 Content scope

The study only covered disciplinary measures and contributing factors to variations in academic performance such as negative discipline like corporal punishment, name calling, belittling, teasing, threats of abandonment, and depriving of food. The other one was positive discipline such as reflection, penalty, reparation and last resort.

1.11.3 Time scope

The study covered the specific period of academic years 2013 – 2014. It was restricted to this period of time and the rationale was to establish how the problem had evolved over time.

1.12 Operational definitions

Disciplinary measures: Ways put in place to enforce discipline among school pupils

Government aided Primary Schools: Schools supported by government resources in form of construction, payment of salaries, grants and provision of scholastic material.

Higher achiever: A school whose relative percentage of P.7 candidates passing primary leaving examinations is above average.

Medium Achiever: A school whose relative percentage of P.7 candidates passing primary leaving examinations is average.

Lower Achiever: A school whose relative percentage of P.7 candidates passing primary leaving examinations is below average.

Academic performance: The measurable outcome of learning and teaching using tests, remedial and national examinations.

Private schools: A school owned by an individual or a non-government organization

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study investigated the effects of disciplinary measures on the academic performance of pupils in Kira Town Council Primary Schools, Wakiso district, Uganda. This chapter presents the theoretical review, related review, and summary of literature. The main source of literature is the African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN) reports, Newspapers, Scholarly Journals, Ministry of Education and Sports Statistical abstracts, internet, Human Rights annual reports, theses and textbooks.

The literature review addresses the key concepts and variables earlier shown in the conceptual framework including negative discipline such as corporal punishment, name calling, belittling, teasing, threats of abandonment, and depriving of food. It also addresses positive discipline such as reflection, penalty, reparation and last resort in relation to academic performance which is the dependent variable.

2.2 Theoretical review

The question of how disciplinary measures influence academic performance attracted several scholars to provide theories. The theories adapted for this study were the institutional theory or neo-institutional theorem advanced by Walter Powell and Holland Taylor (1996) and the principle agent theory advanced by Stephen Ross and Lane (2000).

The institutional theory or neo-institutional theorem advanced by Walter Powell and Holland Taylor (1996) states that human behavior within institutions ought to encompass formal rules, norms and values. Schools in Uganda, as public and private institutions, have formal rules and regulations that ought to be obeyed by students, teachers, and support staff for the success of public education programs as noted by Ssekamwa (1992). According to the institutional theory, the culprits should be reprimanded according to what the rules and regulations say.

The study is further underpinned by the principle agent theory advanced by Stephen Ross and Lane (2000). The theory explains the relationship among parents, government, teachers and students in the management of discipline. The theory is concerned with motivating one party to act on behalf of the other to achieve objectives of public administration in service delivery (Zahra, 1999). In the aspect of managing discipline, behavior and learning of students, teachers are agents of parents and the state (Larzelere, 1996). If the students break school rules and regulations, the teacher (the agent) ought to administer corrective disciplinary measures on behalf of the parent. This implies that the teachers who are the agents of the parents have got to employ or administer disciplinary measures to the students to shape their behavior on behalf of the parents.

Therefore this study sought to identify the effects of disciplinary measures employed by teachers of Kira Town Council primary schools on the academic performance of pupils.

2.3 Review of related literature

This section review, relates to the concepts such as negative discipline which included: corporal punishment, name calling, belittling, teasing, threats of abandonment and depriving of food and positive discipline that included: reflection, penalty, reparation and last resort. It is also related to academic performance that was viewed as quality of the examination grades and completion rates as in the conceptual frame work.

2.3.1 Negative discipline and academic performance

Two key features define negative discipline: physical violence against children and the concept of punishment in response to wrong doing (UNICEF, 2011). Violence is at the extreme end of a range of punishments that are inflicted on children not only by teachers but also by the parents (Tang, 1998). Elsergany (2010) categorizes negative discipline into two major forms, namely- physical punishment that inflict pain on the body like caning and slapping, and psychological or non-physical punishment that leads to low self-esteem like name calling, belittling, teasing, threats of abandonment, depriving of food, yelling and verbal abuse. Benator (2011) defines negative discipline as the infliction of physical pain on the body of a human by beating, spanking, hitting, paddling, swatting and caning.

Ugandan school teachers often apply caning as a form of disciplinary measure. Jones (1999) looks at physical negative discipline as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. This involves hitting, smacking and slapping children with a hand or with an implement, whip,

stick, belt, shoe, wires and a wooden spoon. Torkasi (2002) highlights physical punishment to involve more dangerous forms like shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion like washing children's mouth out with soap or forcing them to swallow hot spices. Non- physical or psychological punishment are those ones that are cruel and degrading like those that belittle, humiliate, denigrate, threaten, scare and ridicule the child like locking the child in a room with barking dogs, depriving of food, locking a child in a pond compartment that houses crocodiles or undressing a child in school or abusing a child publicly in school using degrading words. Non- physical punishments have long-lasting psychological torture on children's lives as noted by Smith (1995).

Caning is the most common form of negative discipline and can be witnessed throughout the day at nearly all the schools throughout Uganda (Pullen, 2009). It is a cultural norm to discipline a child with the use of a stick. There is even a saying in the Central region of Uganda that "the ears of an African child are on the buttocks". It is an often unquestioned part of life both in and out of school. In a part of the world where resources are extremely scarce, caning serves as a cheap and easy pedagogical tool.

In Africa, especially, the belief in beating children in homes as a means of instilling discipline has been around for centuries (Naker, 2007). Some adults in Africa have long believed that if children do not fear them, they will disrespect elders and behave in a way contrary to African culture (Ssekamwa, 1989). The adults in Africa believe that by instilling fear in the children they can mould children's value systems and teach them to

appreciate their heritage as argued by Naker (2007). Negative discipline in schools and homes in Africa is also justified based on the belief that without pain, there is no gain (Barnen, 1998). Many adults have been told through their lives that learning occurs when associated with pain. Schooling teaches people to believe that without the threat of a stick or public rebuke, they will become lazy and fail to exert effort required to learn new things (Vergas, 1999). Some teachers in the African set-up believe that good teachers are always in control of their students and, as a result, they have learnt from their environment that the only acceptable way of relating with children is to exercise power over them or control them and make them comply to teachers' wishes (UNICEF 2011).

Whereas legislation has helped to reduce and abolish the use of negative discipline in schools in the developed countries like USA and Europe, Uganda depicts the contrary. The use of caning in Ugandan primary schools, especially in the rural areas, is alarming, and sometimes leads to permanent disability and even death (Natukunda, 2006). Despite the ban on negative discipline in form of corporal punishment by the Ministry of Education and Sports in 2006, teachers and school managers have continued to use negative discipline in schools. A circular released by the permanent secretary of the Ministry of Education and Sports in 2006 to all Heads of Schools states:

Corporal punishments for students in schools and colleges must stop forth with. This applies to meting out any other form of punishment or act that may cause injury, damage, defilement or disfigurement to the human body. The use of a cane as a disciplinary machine shall not be used in nursery and infant classes at this tender age. Children ought to be brought up in love and care rather than in brutality, violence or sadism.

Despite such a directive, why have teachers continued to mete out negative discipline to pupils? Interestingly for Uganda's case, most educators enter their professions because they want to help students learn. They do not intend to harm the children by administering physical punishment as noted by Ssekamwa (1992). Various arguments have been advanced to justify the continued use of physical punishment as given below; Many teachers and adults argue that they were beaten and learnt to behave better. Teachers argue that they were beaten and humiliated as children and it did not harm them (Payne, 1998).

Furthermore, teachers argue that beating helped them learn right from wrong and it showed that the adult who punished them loved them and cared for them (Mandell, 2009). Actually the Baganda and Banyankole of Western Uganda culturally believed that beating of children and wives was a sign of great love for them, as noted by Tibanyenda (1975). Therefore, there is no doubt that teachers bred in such cultural context and environment will eventually use beating or caning as a means of disciplining the students that they teach! Many adults and teachers in Uganda say that a light slap or a few canes are useful ways to quickly resolve a conflict and to show children that they made a mistake as noted by a report by Human Rights Watch (1999). As long as the punishment does not cause physical injury, many teachers see nothing wrong with it (Manirul, 1999). Teachers and adults in Uganda argue that they use physical punishment as a last resort (Ssekitoleko, 2007).

They believe that it is important to retain physical punishment as the last resort and serves as a powerful deterrent and allows a way out of a conflict where all else has failed (Pineiro, 2006). When nothing else works, a stick is necessary as noted by Pablo (2010).

Corporal punishment as a disciplinary measure is one of the biggest challenges facing the equitable access to quality education at both primary and post primary education institutions (Bitamazire, 2009). Currently, a large percentage of pupils are dropping out of their primary level education. This undesirable situation is attributed to many challenges, prime among which is the widespread use of physical punishment as a disciplinary measure in schools. Children should enjoy schooling and should feel safe in the company of their teachers in a friendly school environment. Schools should provide stability, normalcy and empowerment for the future mothers and fathers of Uganda. Negative discipline in form of corporal punishment exerts a physical and psychological agony on the lives of children and goes against this noble obligation (McKenzie, 2009).

In a survey involving 3,200 children in 8 districts in Northern Uganda, corporal punishment as a disciplinary measure in the home and at school was identified as one of the children's major safety concerns: 79% of children said they felt unsafe or scared due to the beatings at school and 90% said they felt unsafe or scared due to beatings at home. When asked to draw something that made them feel unsafe at home, at school or in the community, more than half of the participants drew pictures of teachers beating children, and children in all regions drew pictures of corporal punishment as a disciplinary measure in the home (War child UK, 2012; child safety Regional Report card, 2012)

In a survey of 1,015 children at 25 public and private primary schools in Acholi, Lango, West Nile and Central Region, 81% respondents reported having been beaten at school. Of those who had been beaten, 73% had been beaten by a teacher, 15% by other students and 12% by their parents and guardians. Children were also punished by being denied food for extended periods of time, locked up in rooms, assigned difficult work and forced to kneel in front of other children at school. 82% of children had seen their friends being caned. The study conducted in April, 2011 by ANPPCAN Uganda chapter, also involved 52 professionals including teachers, head teachers, PTA members, police, government and non-government experts in the education and child protection fields at district and national level (ANPPCAN Uganda Chapter, 10 July, 2011, <http://www.anppcanug.org>).

Academic performance is a major indicator of quality education and quality education in turn is considered to be the key to economic and industrial growth and ultimately development (Karanja, 2012). Society therefore demands a high level of education for a successful and stable future. A study done by Ahmed (2004) concluded that academic achievement in developing countries was disappointing especially at the primary level. A similar view was held by Akena (2011) who opined that many UPE schools in Uganda were reporting high percentages of ungraded pupils especially in PLE results. A research done by Achan (2012) also found out that academic performance in Ugandan primary schools remained disappointing despite the country doing remarkably well on education access-related targets especially since the introduction of UPE in 1997.

Kavuma (2012) blames the competition for quality examination grades between Ugandan primary schools as another force behind use of caning during classroom instruction.

Liberalization of Uganda's education system since 1986 saw the increase in the number of private schools. These schools compete for prominence in terms of top quality examination grades in national examinations. Kavuma (2012) noted that teachers in privately owned schools in Uganda have widely held the assumption that good performance in schools requires the use of negative discipline, as the comment below reveals:

Parents' pressure often results in children being subjected to corporal punishments which is meant to be an incentive to do better. In addition to any violence by parents to pressurize children to perform, they may also be punished by teachers to perform. The main criteria for teacher's supervision/ evaluation system are based on whether the curriculum has been completed and how many of the students score good marks in the final examinations. Failure to perform better than others in regular class work, homework and tests under a system which is observed with ranking invites frequent and systematic use of caning pupils to perform well (Kavuma, 2012:p16)

The use of negative discipline may also be triggered by other factors like over-crowded classrooms, untrained, overworked teachers who vent their inadequacy and frustrations on pupils, as noted by the Human Rights Watch (1999) report on Uganda and Kenya on primary school teachers' performance. The report noted that it is rather hard for committed teachers to retain control over large classrooms and some of the teachers end up supplying their services into supplemental income producing schemes like coaching and extra lessons than into teaching and then administering physical punishments to those who fail to pay for extra help.

Perhaps the most extreme rationale for teachers to use physical punishment was given by a Ugandan teacher in West Nile in a survey by UNESCO (2007) who said that banning physical punishment would be like sending a boxer into the ring with one hand tied at the back. The implication behind this statement is that teachers are in conflict with students and, in some contexts; the culture of the classroom violence has indeed developed to a level where older students are physically abusing teachers. But on the other hand, physical punishment demonstrably feeds this culture of violence.

According to Mafabi et al (1993) cited in Wanyama (2003), symptoms of indiscipline in schools include: late coming, habitual absenteeism from class, evading school activities, inattentiveness and disruption in class, bullying new students, indecent forms of dressing to mention but a few. Owing to the above, imperative to note is the fact that discipline is the heart of all school activities. According to Ssekamwa (2000), discipline is the development of self worth, self control, respect for self and others and the adherence to the school routine set up in terms of schedules and school regulations. In the absence of discipline there is total chaos a situation that may make realization of school goals a nightmare (Mafabi, 1993). In order for the teachers to create harmony in the classes that they teach, they may be forced to institute disciplinary measures that may affect the academic performance of the offenders (Mafabi, 1993).

Cole (1996) contends that indiscipline in primary schools ranging from teachers to pupils is on the increase which affects academic performance and the quality of results. The indiscipline in schools range from absenteeism, late coming to school and failure to

conduct lessons as required by school curriculum, misbehavior, miss-handling of funds and teaching materials and failure to follow rules and regulations. If such controls are put in place then there could have been no poor performances as mentioned by Uganda National Examinations Board report (2013). Legal notice (2012) opines the relationship between teacher and learner, teacher and fellow teacher, teacher and the parent, teacher and the community and head teacher and the teachers, non teaching staff and the community. It further explicitly points out professional code of conduct of teachers and procedures of handling grievances in schools. As regards to discipline of both teachers and learners it is not clear whether this code of conduct is clearly followed and if followed why then there is poor performance in schools.

According to Nagawa (1998) in Mpiiso (2004), there are various types of punishment that are administered in primary schools in Uganda. These include the different modes or forms which prevail in our schools in Uganda such as reprimand, bawling out, ridiculing, sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the neck of the offender, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school.

The study used this literature as a review in investigating the various disciplinary measures that the teachers employ and their impact on the academic performance of the pupils in Kira Town Council, Wakiso district, Uganda.

2.3.2 Positive discipline and academic performance

Positive discipline is designed to teach young people to become responsible, respectful and resourceful members of their communities (Adler, 1920). It teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults including parents, teachers, childcare providers, youth workers and others. It teaches adults to employ kindness and firmness at the same time, and is neither punitive nor permissive.

Research suggests that comprehensive approaches to school discipline emphasize teaching appropriate behavior (not just punishing), matching the level of intervention to the level of behavioral challenge posed by each student and designing integrated systems that deal with a full range of discipline challenges, (The Positive Discipline Association). Every young person has the human right to a higher quality education and to learn in a safe, respectful school environment that protects human dignity. Research has shown that punitive, zero tolerance approaches to discipline do not prevent or reduce misbehavior, but actually have negative impact on academic performance. Instead, school discipline should be part of the educational process to support students' full development. A growing number of schools are using positive approaches to discipline that improve school climate and learning. (Fact sheet: Creating Positive Discipline).

Students should understand that discipline is one of the most fundamental characteristics of a human being, in our homes and everywhere in the world. It goes far beyond attending school regularly or passing examinations. Positive discipline encompasses

training of the mind and character of a person, which will rest to self-control and a habit of obedience. Knowledge without discipline is useless; it is only knowledge alongside discipline that one can use to get anything in life. It's the only weapon that one can also use to fight against poverty, harassment, difficulties, violence and discrimination in our society. If a student is disciplined and educated he or she becomes a progressive element in society. Therefore our students must maintain discipline to earn dignity and success. If the student is undisciplined all the teachers will not like him or her and if teachers dislike any student, then they will be reluctant to give the student the knowledge they have. Such a situation does not favor the student and it will hinder his or her academic performance (The Daily Observer Banjul Gambia 2013, February 28. Editorial: Indiscipline in schools).

Research tells us that children are 'hardwired' from birth to connect with others, and that children who feel a sense of connection to their community, family, and school are less likely to misbehave. To be successful, contributing members of their community, children must learn necessary social and life skills. Positive discipline is based on the understanding that discipline must be taught and that discipline teaches (Nelsen, 1998).

Studies have repeatedly demonstrated that a student's perception of being part of the school community (being 'connected' to school) decreases the incidence of socially risky behavior such as emotional distress and suicidal thoughts or attempts, cigarette, alcohol and marijuana use; violent behavior and increases academic performance(Resnick et al, 1997; Battistich,1999; Goodnow, 1993). There is no significant evidence that teaching

young students social skills has a protective effect that lasts into adolescence. Students that have been taught social skills are more likely to succeed in school and less likely to engage in problem behaviors (Kellam et al, 1998; Battistich, 1999).

Naker, Sekitoleko (2009) cite four categories of positive discipline responses for responding to varying degrees of misbehavior as reflection, penalty, reparation and last resort.

Docking (2000), carried out a study on application of punishment in schools in the United Kingdom and observed that, some punishment are appropriate and constructive while others are not desirable, baseless and instead intended to instill fear. This idea was also in agreement with Canter (2000) who argued that although discipline remains one of the most common problems for educators, some punishment such as corporal punishment should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline.

The literature above did not comprehensively give the impact of disciplinary measures on the academic performance of pupils. This study therefore sought to establish the impact of disciplinary measures employed by the teachers on the academic performance of pupils in Kira Town Council Primary Schools, Wakiso district, Uganda.

2.4 Summary of literature

The literature review above clearly demonstrated that both teachers and parents don't know which disciplinary measure is appropriate when handling the discipline of their pupils. Those who use negative discipline end up causing physical or psychological harm

to the pupils which may make them hate going to school or even drop out of school, Muthoga (1997). This is in agreement with Hogan and Pressley (1997) who concurred with Muthoga (1997) that some modes of punishment were discovered to create fear among students that lead to truancy and premature attrition. It is also not clear whether positive discipline brings out the best results when handling disciplinary measures of pupils.

As indicated in the related literature above, this study is crucial as teachers, parents and local society seem not to be well conversant with the various disciplinary measures that can be employed both at home and at school to enhance academic performance of the pupils but without necessarily inflicting pain on them.

Kira Town Council Primary Schools in Wakiso district are not any better in this field of study hence the need for timely study of the impact of disciplinary measures on the academic performance of the pupils in this area.

The theoretical, and other related literature above gave a background for further investigations on the impact of disciplinary measures on the academic performance of primary school pupils

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study investigated the effects of disciplinary measures on the academic performance of pupils in Kira Town Council Primary Schools, Wakiso district, Uganda. This chapter presents the methods that were used in the study. These included; the design, study population, sample size, sampling techniques, data collection instruments, validity, reliability, data analysis and measurement of variables among others.

3.2 Research design

The study was cross-sectional in that it gathered data from different groups of respondents at one point in time, it adopted case study approach because it looked at selected primary schools in Kira town council and it also adopted a triangulation approach where both quantitative and qualitative approaches were used. Quantitative approach was used to quantify and verify the number of pupils that were affected by the disciplinary measures in the area of study. Qualitative approach helped to promote a deeper understanding of the various disciplinary measures and their effect on the academic performance of the pupils in Kira Town Council, Wakiso district (Mugenda and Mugenda,2003) while case study helped to determine whether there was any correlation in the way various schools administered disciplinary measures to their pupils. Using a mixed method approach (triangulation) helped to improve the validity and consistency of the findings that were obtained through different instruments, as noted by Amin (2005).

3.3 Study population

The study population was 2951. 2842 were pupils, 107 teachers and 2 head teachers from 2 schools. The two schools were; Mother Majeri Primary school (private and higher achiever) and Kirinya Church of Uganda Primary school (government aided and low achiever) in academic performance. The pupils aged 10 to 15 years in upper primary (P.5 to P.7) were targeted in respect to the time constraint and monetary costs. It was also believed that they had better literacy competence in answering and interpretation of the questionnaires that were used in the study. Table 3 presents a summary of the study population:

Table 3.1: Study Population

No.	School	No. of pupils	No.of teachers	Headteachers
1.	Mother Majeri P/Sch	1892	85	1
2.	Kirinya C/U P/Sch	950	22	1
	TOTAL	2842	107	2

3.4 Sample size and selection

The sample size was 257 determined from an access population of 445 using Krejcie and Morgan (1970's) table of sample size determination cited in Kawemba (2010), as appended. Table 3.2: presents a summary of the sample size and sampling techniques:

Table 3.2: Sample size and sampling technique

Category of respondents	Access population	Sample size	Sampling technique
Pupils	338	175	Simple random
Teachers	107	80	Simple random
Headteachers	2	2	Purposive
Totals	445	257	

3.5 Sampling techniques

The sampling techniques used were probability and non-probability sampling.

Under probability sampling technique, simple random sampling was used in selecting the pupils and teachers since they were many. At the same time it gave all the teachers and pupils equal chances to be selected as respondents. This was done using stratified sampling where teachers and pupils were divided into male and female for easy random selection.

Purposive sampling was used to select Head teachers. This technique was used because this category was selected for a purpose. Head teachers had vital information for the study and were the only ones in their respective category (Odiya, 2009). At the same time these were the people who could best report about disciplinary measures in schools and academic performance of pupils.

3.6 Data collection methods

The researcher used two methods for data collection and these were; sample survey method and Interview method.

3.6.1 Questionnaire survey

This is a method where data was gathered using Questionnaires. The researcher collected quantitative data from teachers and pupils through surveys using the questionnaires. The sample survey method was most appropriate since it provides high representativeness, involves low costs, convenient data gathering, has good statistical significance, has little or no observer subjectivity and has precise results.

3.6.2 Face to face interviews

This is a method used to gather qualitative data from the key informants. It was used to complement data from the questionnaires. The respondents were met physically and their responses as regards administration of disciplinary measures and their impact on the academic performance of the pupils in their respective schools recorded as it was given. Such in-depth information could not be clearly brought out by the questionnaires.

3.7 Data collection instruments

In the selection of the instruments to be used for data collection, the researcher ensured that the instruments chosen were suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires and interview schedules were therefore used as instruments for data collection.

3.7.1 Questionnaires

Self-administered questionnaires were used for primary data collection on disciplinary measures and academic performance from the respondents who were teachers and pupils on the account of English literacy and being in position to have information relating to disciplinary measures and academic performance. The technique was also appropriate because a large number of teachers and pupils were used in the study making it less costly and less time consuming. The questionnaires were developed using a five-likert scale to ease filling ranging from; strongly agree, agree, undecided, disagree and strongly disagree.

The questionnaire comprised of three sections. Section A (Background Information) had 4 questions, Section B had 10 questions about negative discipline and 14 questions about positive discipline, Section C (Pupils' Academic Performance) had 10 questions. The questionnaire therefore in total was made up of 38 questions. The questionnaire for teachers and pupils is attached as appendix I.

3.7.2 Interview guide

A detailed structured interview guide consisted of background information and 8 questions on the various forms of disciplinary measures and their impact on academic performance in order to help the researcher get a deeper view of the respondents on the variables of the study. The interview guide also gave opportunity for clarifying questions and exploring issues for additional information. The respondents consisted of the head teachers on the account of their English literacy and being the custodians of information on disciplinary measures and academic performance. Face to face interactions were held with head teachers to gather their perceptions on the disciplinary measures used and their

impact on the academic performance of pupils. The sample interview guide is attached to this study as appendix II

3.8 Validity and reliability

This section dealt with Validity and reliability of research instruments.

3.8.1 Validity

According to Mugenda and Mugenda (2003), validity is the degree to which the results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study.

Validity was established using the content validity like pre-testing of the questionnaire and interview guide and presenting the instruments to the supervisors for technical approval. The content validity index was ascertained by considering the number of items declared relevant divided by the total number of items presented. It was established to be above 0.7 as per (Amin, 2005) in order for the instruments to be declared valid.

The Content Validity Index of the instrument was computed as below;

$$\text{CVI} = \frac{\text{Items declared Relevant}}{\text{Total number of items being judged}}$$

The computed CVI of the instrument was 0.85; since items declared valid were 32 and the total number of items in the questionnaire was 38. The CVI of 0.85 was considered valid since the minimum CVI recommended in the survey studies is 0.7 (Amin, 2005).

3.8.2 Reliability

Reliability is the extent to which the measuring instruments will produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Amin, 2005; Mugenda and Mugenda, 2003).

In order to ensure reliability, a test-retest test was conducted after a two weeks interval to establish the degree of consistence of the instruments to be used. The results from the two tests were correlated using SPSS giving a coefficient of correlation of 0.7. According to (Amin 2005), a coefficient above 0.7 is considered appropriate for the study.

3.9 Procedures of data collection

Specific procedures were followed by the researcher while in the field for data collection exercise. These included introduction of the researcher using an introduction letter from Uganda Management Institute issued by the office of the Acting Head, Political and Administrative Science and an identity card, explaining the reasons for research to the sample population and application of the methods chosen for data collection among others.

3.10 Data analysis

Both quantitative and qualitative data analysis techniques were used during the study.

3.10.1 Quantitative data

The filled questionnaires from the teachers and pupils were collected by the researcher who edited them to ensure that all the missing parts were properly handled accordingly.

This was followed by the coding or bucketing process. After data had been properly sorted and coded, it was entered into the software (SPSS).

At a bivariate level disciplinary measures were correlated with the respective academic performance using Pearson's methods as appropriate. Discrete data was presented using tables and percentages, since these were easy to interpret and understand.

3.10.2 Qualitative data

Qualitative data was analyzed using content analysis and thematic analysis techniques such as editing to eliminate mistakes and coding to reduce the volume of data collected through interview schedules. The data was further categorized according to themes based on the study objectives. The contents of the data collected was analyzed objective by objective and reported alongside the quantitative data.

3.11 Measurement of variables

In this study, three levels of measures were used namely: nominal scale, ratio and a 5 likert scale. The nominal scale was used for measuring gender, position in the school and nature of the school. Ratio scale measured the length of stay of the respondents in the respective schools. The 5 likert type of scale was used to measure the perceptions and attitude of the respondents towards negative and positive discipline on the academic performance of pupils.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The study investigated the effects of disciplinary measures on the academic performance of pupils in Kira Town Council Primary Schools, Wakiso district, Uganda. This chapter presents, analyses and interpretations of the study findings. The first section presents response rate, followed by background information about the respondents, presentation and analysis of the study findings in relation to the specific objectives.

4.2 Response rate

The response rate was summarized in the table 4.1: below

Table 4.1: Summary of the response rate

Category of respondent	Study instrument used	No of tools issued out	Instruments returned	Response rate
Pupils	Questionnaire	175	175	100%
Teachers	Questionnaire	80	69	86%
Head teachers	Interview guide	2	2	100%
Totals		257	246	96%

Source: Primary data

From table 4.1: above, all the 175 questionnaires administered to the pupils were returned giving a 100% response rate. Of the 80 questionnaires administered to teachers, 69 were returned giving a response rate of 86% and the two interviews scheduled with the two headteachers were done giving a 100% response rate. The average response rate was 96%

and according to Amin (2005) a high response above 50% is highly recommended to be a more accurate survey results from the sample population.

4.3 Background information

This section presents the demographic characteristics of the respondents in relation to gender, position, period spent in the school and nature of school. This is based on the information provided on the questionnaire by the respondents themselves to help establish the implications of the background information of the respondents on the disciplinary measures and pupils' academic performance. Table 4.2: below shows a tabulation of the descriptive results of the respondents.

Table 4.2: Characteristics of the respondents used in the study

Item	Response	Frequency	Percent
Gender	Male	103	41.9
	Female	143	58.1
	Total	246	100.0
Position	Head teacher	2	0.8
	Teacher	69	28
	Pupil	175	71.2
	Total	246	100.0
Time spent in school	Less than a year	38	15.4
	1-3 years	78	31.7
	4-7 years	79	32.1
	7+years	51	20.7
	Total	246	100.0
Nature of school	Government	107	43.5
	Private	139	56.5
	Total	246	100.0

Source: Primary data

Table 4.2: above shows that female respondents represented 58.1% while the male represented 41.9% of the total number of respondents. This finding suggested that the female respondents were more affected by disciplinary measures as compared to their male counterparts. The views therefore represent experiences of both male and female pupils and teachers about the disciplinary measures in schools.

In relation to position in the school, as expected, majority of 71.2% of the respondents were pupils, 28% teachers while the least 0.8%, were head teachers. The views therefore represent pupils, teachers and head teachers' experiences with administration of negative and positive disciplinary measures.

A total of 32.1% of the respondents had been in the school for 4- 7 years, closely followed by 31.7% who have been with the school for 1- 3 years and 20.7% who had spent in the school seven years and more. The least number of respondents (15.4%) had been with the school for less than a year. This finding revealed that majority of 85% had been with the school for more than one year and therefore deemed to have experienced disciplinary measures being administered.

A total of 56.5% of the respondents were private schools while 43.5% were Government. The implication was that the disciplinary measures were experienced by both government and private schools in Kira town council.

4.4 Empirical Findings.

4.4.1 Negative disciplinary measures and pupils' academic performance

The first objective of the study was to establish the effect of negative disciplinary measures on the academic performance of pupils in selected primary schools of Kira town Council. Negative disciplinary measures according to the conceptual framework had two indicators of physical and psychological interventions in correcting a pupil's behavior. Negative disciplinary measures were measured by asking respondents to indicate the extent to which they had witnessed or experienced such measures on a scale of 5 for very frequent, 4= frequent, 3 not sure, 2 for rarely and 1 for not at all. The findings are presented in Table 4.3: below using frequency distributions.

Table 4.3: Negative disciplinary measures and pupils' academic performance

		Frequency				
		Not at all	Rarely	Not sure	Frequently	Very Frequently
	<i>Physical</i>					
1	Pupil being slapped for the bad behavior	8.9	15.9	6.1	56.5	12.6
2.	Pupil being kicked for the bad behavior.	12.2	12.6	6.9	62.6	5.7
3.	Pupil being caned for the bad behavior.	13	11	8.1	58.5	9.3
4.	Arm or ear twisting for the bad behavior.	10.2	13.4	7.7	59.3	9.3
	<i>Psychological</i>					
5.	Verbally abusing the pupil for bad behavior	9.3	25.2	6.1	49.6	9.8
6.	Denying pupil food for bad behavior.	7.7	27.2	9.3	46.7	8.9
7.	Openly insulting /humiliating a pupil in class for bad behaviour.	11.8	19.1	5.3	55.7	8.1
8.	Ridiculing / teasing the pupil for bad behavior.	10.2	18.3	9.3	53.7	8.5
9.	Scaring the pupil for bad behavior.	15	19.1	6.9	52.8	6.1
10.	Calling pupils bad names for bad behavior (Nicknaming)	12.6	16.3	7.3	56.5	7.3

Source: Primary data

As shown in Table 4.3: above, the slapping of pupils was witnessed frequently by 56.2% of the respondents and very frequently by 16.2% of the respondents. Those who witnessed it rarely constituted only 15.9% while those who never witnessed were only 8.9% of the total number of respondents. The implication was that slapping pupils was a frequent behavior as 70% of the respondents indicated having witnessed or experienced it in their school as a corrective action for bad behavior.

Pupil being kicked for the bad behaviors was witnessed or experienced frequently by 62.6% of the respondents and very frequently by 5.7% of the respondents. Only 12.6% never or rarely experienced the practice. The implication was that kicking pupils was a frequent behavior as 70% of the respondents indicated having witnessed or experienced it in their school as a corrective action for bad behavior.

Another majority of 58.5% indicated that the practice of canning pupils was frequent while 9.3% indicated that they witnessed or experienced it very frequently. The implication was that canning of pupils was a frequent practice as about 70% of the respondents indicated having witnessed or experienced it in their school as a corrective action for bad behavior.

Furthermore, a total of 59.3% of the respondents indicated that they frequently witnessed or experienced cases of pupils' arm or ear twisting for bad behaviors while 9.3% indicated that it was very frequent. The implication was that arm and ear twisting of pupils was a frequent practice as about 70% of the respondents indicated having witnessed or experienced it in their school as a corrective action for bad behavior.

The above study findings revealed a high prevalence of physical disciplinary measures by slapping, kicking, canning, arm or ear twisting to inflict pain on pupils as a disciplinary measure.

In an interview with the private school Headteacher on why teachers relied on physical forms of disciplinary measure, she had this to say:

“We are in a competitive world. There is a lot of pressure from different stakeholders of the school in as far as good academic performance is concerned such as SMC members,

board of directors, parents and the community. To realize this, it calls for strict observance of discipline of the pupils and as such the use of a cane which I believe can make the pupils more disciplined but at the same time help to enhance academic performance.”

Another head teacher in the government school noted that much as use of physical and psychological disciplinary measures is not the best way to enhance academic performance of pupils, they are forced to apply them because of the various demands from the different stakeholders. It is worsened by the government proposal to have headteachers sign performance agreements where failure to get quality results in the final exams such as PLE may lead to one being transferred to lower grade schools or even losing the job. Therefore, in an effort to survive that, headteachers are forced to condone the use of such disciplinary measures in their schools.

Asked if they had witnessed or experienced a pupil verbally abused for correcting bad behavior, majority of 49.6% indicated it was frequent, 9.8% indicated that it was very frequent, 25.2% witnessed it rarely while 9.3% never witnessed it. The implication was that about 60% of the respondents frequently witness a pupil being abused as disciplinary measure. The finding suggests a high prevalence of psychological torture inflicted on 6 in every 10 pupil in the form of verbal abuse as a disciplinary measure to correct behavior in the study area.

Similarly when asked if they witnessed pupil denied food as disciplinary measure majority of 46.7% indicated to have witnessed it frequently while 8.9% indicated it was very frequent. The finding suggest that denying pupil food was a frequent behaviors as about 60% of the respondents indicated having witnessed or experienced it in their school as a corrective action for bad behavior. This suggests a high prevalence of psychological torture inflicted on 6 in every 10 pupil by denying pupils food as a disciplinary measure to correct behaviors.

A majority of 55.7% of the respondent indicated that they frequently witnessed a pupil openly insulted or humiliated in class while 8.1% witnessed it very frequently. The finding suggest that insulting and humiliations of pupils in class was a frequent behaviors as about 60% of the respondents indicated having witnessed or experienced it in their school as a corrective action for bad behavior. This suggests a high prevalence of psychological torture inflicted on 6 in every 10 pupil by openly insulting and humiliation as a disciplinary measure to correct behaviors.

Another majority of 53.7% indicated having frequently witnessed ridiculing / teasing the pupil for bad behavior while 8.5% indicated having witnesses it very frequently. The implication was that about 60% of the respondents frequently witnessed teasing of a pupil as disciplinary measure. The finding suggests a high prevalence of psychological torture inflicted on 6 in every 10 pupil in the form of teasing as a disciplinary measure to correct behaviors in the study area which in turn affects academic performance.

Scaring was frequently witnessed by 52.8% of the respondents while 6.1% witnessed it very frequently. Calling pupils bad names or nicknaming was frequently witnessed by 56.5% of the respondents but very frequently by 7.3% of the respondents. These findings suggested a high occurrence of psychological torture inflicted on 6 in every 10 pupil in the form of scaring and nicknaming as a disciplinary measure to correct behaviors in the study area.

The findings generally reveal that psychological forms of negative disciplinary measures were widely used by the pupil's custodians while at school. Physical disciplinary measures were applied either concurrently with psychological measures or in isolation but psychological measures were equally highly prevalent. Thus teachers relied on physical forms of child discipline while also rampantly applying psychological disciplinary measures in the name of correcting pupils' behaviors.

In an interview with the private school Head teacher on why teachers relied on psychological disciplinary measures, she observed that they help them to "pull down" pupils who are very stubborn and want to influence others. She confessed that at one time during her school days in primary, she had joined a group of some undisciplined girls in the school. The class teacher called the whole group, called them all sorts of names and insulted/humiliated them. She acknowledged that from that incident, she felt so small and completely changed her behavior and was able to perform much better at the end of the year.

Another head teacher in the government school put it: *“If we don’t completely use psychological disciplinary measures such as abusing, openly insulting or humiliating pupils and name calling particularly in the lower section, then managing discipline and enhancing academic performance will be very difficult”*. He said that these days many parents don’t want their children to be caned and yet they want very good academic performance. *“Some of the children have health issues and as such may not survive a cane. Therefore, it is my belief that psychological disciplinary measures serve as alternatives to the harsh physical disciplinary measures”*.

4.4.2 Correlation between negative disciplinary measures and pupils’ academic performance

To test the relationship between negative disciplinary measures and pupils’ academic performance, Pearson’s correlation analysis was conducted at the 2-tailed level and the findings are presented below.

Table 4.4: Correlation between negative disciplinary measures and pupils' academic performance

Variable		1	2
1. Negative disciplinary measures	Pearson Correlation		1
	Sig. (2-tailed)		
	N		
2. Pupils' academic performance	Pearson Correlation	-0.214**	1
	Sig. (2-tailed)	.000	
	N	246	246

** . Correlation is significant at the 0.05 level (2-tailed).

$P \leq 0.05$

Source: Primary data

Table 4.4 above shows Pearson's correlation coefficient $r = -0.214^{**}$ and $p = 0.000$ between negative disciplinary measures and pupils' academic performance suggesting that there was a negative significant relationship between negative disciplinary measures and pupils' academic performance. Thus, a high prevalence of physical and psychological disciplinary measures has negative significant effect on a child's performance in the study area. The implication was that school leaders should caution teachers on the high reliance of negative disciplinary measures of physical and psychological abuse if they are to enhance pupils' academic performance.

4.5 Positive disciplinary measures and pupils' academic performance

The second objective of the study was to determine the effect of positive disciplinary measures on the academic performance of pupils in selected primary schools of Kira town Council. Positive disciplinary measures according to the conceptual framework had four indicators; reflection, penalty, reparation and last resort interventions in correcting a pupil's behavior. Positive disciplinary measures were measured by asking respondents to indicate the extent to which they had witnessed or experienced such measures on a scale of 5 for very frequently, 4= frequently, 3 not sure, 2 for rarely and 1 for not at all. The findings are presented in Table 4.5 below using frequency distributions.

Table 4.5: Descriptive results for positive disciplinary measures

		Frequency				
		Not at all	Rarely	Not sure	Frequently	Very Frequently
	Reflection					
1	Pupils being sent out of class for some minutes to think about what they did wrong and how they will avoid repeating bad behaviours.	14.6	68.3	5.7	8.5	2.8
2.	Asking the pupils to write apology letter on why they behaved in a certain way and what they will do to avoid bad behaviours at school.	16.7	68.3	4.5	8.1	2.4
3.	Asking pupil to apologize and ask for forgiveness for the bad actions.	13.8	69.9	3.3	11.4	1.6
	Penalty					
4.	Penalizing pupils by subjecting them to do physical work, such as cleaning the school compound and toilets.	17.9	65.4	5.7	8.5	2.4
5.	Withdrawal of privileges, such as to play games and removal as a prefect for bad behaviour.	19.9	66.3	4.5	6.9	2.4
6.	Detaining pupils for extra time after school time to reflect on what they did wrong.	14.6	75.2	4.9	4.5	0.8
	Reparation					
7.	Making pupils to apologize on the assembly to the entire school for being harmful to others or school property.	12.6	70.3	5.3	10.6	1.2
8.	Pupil being given a written school disciplinary/warning letter and committing him or herself to reform.	12.6	72	5.3	8.9	1.2
9.	Pupils asked to pay for damages caused to individual pupils or school property.	8.5	77.6	2.4	9.8	1.6
10	The school involving the parents in disciplining the pupil to prevent occurrence of such bad behaviours	16.3	70.3	2	9.3	2
	Last Resort					
11	Summon and discuss with parents the possible next steps, as a warning to the pupil.	11.4	74.4	2.4	10.2	
12	Suspension of the pupil for sometime due to persistent misbehavior at school.	16.3	71.1	1.6	8.1	2.8
13	Involving a trained counselor to counsel the bad behaved pupils.	12.6	73.6	3.3	9.3	1.2
14	Expulsion of the pupil from school for good due to bad behaviour.	7.3	30.1	5.3	54.1	3.3

Source: Primary data

Table 4.5: shows that majority of 68.3% of the respondents indicated that they rarely witnessed acts of a Pupil being sent out of class for some minutes to think about what they did wrong and how they will avoid repeating bad behaviours while 14.6% never witnessed this practice. Similarly, a majority of 68.3% of the respondents indicated that they rarely witnessed scenarios where a pupil is asked to write and apology letter on why they behaved in a certain way while 16.7% never witness this practice of asking a pupil to write an apology letter and promise not to repeat the bad behaviors. Furthermore a total of 69.9% of the respondents indicated that they rarely witnessed the disciplinary practice where a pupil is asked to reflect, apologize and ask for forgiveness for the bad actions while 13.8% have never witnessed it at all.

These findings implied a low inclination to use reflection as positive child disciplinary measure by sending the pupil out for short time to reflect on their behavior, writing apology letter or openly apologizing and asking for forgiveness.

In an interview with one head teacher on why teachers were not inclined to use reflection as a disciplinary measure, she had this to say: *“Reflection as a disciplinary measure is ineffective.”* The head teacher said that according to her experience, many pupils once sent out to reflect on their bad behavior they never take it seriously. *“Others go out while laughing and even when they come back, they don’t change much in their behavior.”* So it will appear that it is time wasted.

Another head teacher put it: *“Using reflection as a disciplinary measure requires a teacher who is patient. This is because it takes a lot of time to realize that a pupil has indeed changed as a result of reflection.”*

Table 4.5: above shows that majority of 65.4% of the respondents indicated that they rarely witnessed penalizing pupils by subjecting them to do physical work, such as cleaning the school compound and toilets while 17.9% indicated that they have never seen this practice. Another majority of 66.3% indicated that they rarely witnessed the practice of withdrawal of privileges, such as to play games and removal as a prefect for bad behavior while 19.9% confessed to never seeing this practice of disciplinary measure. A total of 75.2% of the respondent indicate that the practice of detaining pupils for extra time after school time to reflect on what they did wrong was rare while 14.6% never witnessed it.

These findings implied a low inclination to penalize pupils as a positive child disciplinary measure of subjecting pupils to physical work, withdrawal of privileges, and detaining them at school after school time.

In an interview with one head teacher on why teachers were not inclined to using such penalties as a disciplinary measure, she had this to say: *“Teachers face a lot of attacks from parents who claim that by using penalty as a disciplinary measure, the teachers are violating the rights of their children like a right to play with the rest of the children.”*

They also claim that use of such a disciplinary measure will make their children hate doing such work as cleaning toilets, sweeping compounds etc since they will be relating it to being a punishment.

The other headteacher from the government aided school concurred with his counterpart from the private school by acknowledging that his teachers faced similar attacks whenever they used penalty as a disciplinary measure.

Table 4.5: further shows that majority of 70.3% rarely witnessed a pupil making an apology at the assembly to the entire school while 12.6% never witnessed it at all. Another majority of 72% indicated they rarely witnessed a pupil being given written disciplinary or warning letter while 12.6% never experienced it. Furthermore, a total of 77.6% rarely witnessed a pupil subjected to payment of damages caused while only 8.5% never experienced it at all. A total of 70.3% rarely witnessed the school management involving parents in child disciplining at school while 16.3% never witnessed involvement of parents in disciplining the pupil to prevent occurrence of such bad behaviours. These findings implied a low inclination to use reparation as a positive child disciplinary measure of subjecting pupils to apologize in the presence of other pupils, issuing of warning letters, made to pay for damaged school property, and involvement of parents in child disciplining.

In an interview with one head teacher on why teachers were not inclined to using reparation as a disciplinary measure, she had this to say: *“When warning letters are issued, they don’t inflict pain to the offender. Therefore, they are ineffective. Making children pay for damaged property is not easier either. This is because it is sometimes very hard to determine how much a child should pay for the damaged school property and involving parents in child discipline is another bigger hurdle because most parents*

are uncooperative. They don't want to come to school to solve disciplinary issues of their children. This scenario tends to tempt the teachers to handle disciplinary measures themselves in the way they deem it fit."

Another head teacher put it: "We have written warning letters to undisciplined children before but interpretation of the message for both the pupils and the parents is not easy rendering it ineffective. On making pupils pay for damaged school property, we have never made a break through. Parents completely refuse to pay saying it is the responsibility of the school to replace the damaged property. About involving parents in disciplining their children, the majority claim that they are too busy to do that and that that is why they bring children to schools hence running away from their responsibilities."

A total of 74.4% of the respondents noted that they rarely witnessed situation where parents are summoned to discuss the possible next step on the pupil's behavior while 11.4% never experienced it at all. There were rare cases where a child is suspended for some time for persistent behaviors as indicated by 71.1% of the respondents and involvement of trained counselor to counsel the pupil as indicated by 73.6% of the respondents. However, majority of 54.1% indicated that expulsion were very frequent while 3.3% indicated that it was very frequent. These findings revealed low inclination to use of initial approaches of last resort by a wide use of total expulsion from the school as a last resort.

In an interview with one head teacher on why teachers were not inclined to using initial steps of last resort but resorting to expulsions as a disciplinary measure, she had this to say: *“Expulsion of a pupil from a school is not an event but a process. It actually comes after trying out on reflection, reparation and penalty all intended to change the behavior of the pupil. If the pupil does not change his or her behavior after all those efforts have been made, then the school will be left with no option other than expelling the pupil from school.”*

The other head teacher from the government was in agreement with the head teacher from the private school emphasizing that indeed expelling a pupil from school is a process and not an event. However, he went on to say that expelling a pupil from school affects the parents more than the pupil since they are not the ones who pay fees and some of them may not know why they go to school.

4.5.1 Correlation between positive disciplinary measures and pupils’ academic performance

To test the relationship between on positive disciplinary measures and pupils’ academic performance, Pearson’s correlation analysis was conducted at the 2-tailed level and the findings are presented below.

Table 4.6: Correlation between positive disciplinary measures and pupils' academic performance

		Positive disciplinary measures	Pupils' academic performance
Positive disciplinary measures	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000
	N	246	246
	<hr/>		
Pupils' academic performance	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	
	N	246	246
	<hr/>		

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

Table 4.6: above shows Pearson's correlation coefficient $r = 0.538^{**}$ and $p = 0.000$ between positive disciplinary measures and pupils' academic performance suggesting that there was a moderate high positive significant relationship between positive disciplinary measures and pupils' academic performance. Thus, when teachers use positive disciplinary measures, it significantly contributes to good pupil performance in the study area. The implication was that school leaders should encourage teachers to adopt use of positive disciplinary measures of reflection, penalizing, reparation and last resort if they are to enhance pupils' academic performance.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study investigated the effects of disciplinary measures on the academic performance of pupils in Kira Town Council Primary Schools, Wakiso district, Uganda. This chapter presents the summary, discussion of the results, conclusions, and recommendations. The chapter also presents the study limitations, contributions and areas recommended for further research.

5.2 Summary of findings

This summary and discussion of the results was done along the research objectives that guided the study. The purpose of this study was to investigate the effect of disciplinary measures on the academic performance of pupils in KTC Primary Schools, Wakiso district, Uganda.

Particularly the first research objective aimed at establishing the effect of negative discipline on the academic performance. The study findings empirically revealed that negative discipline has a negative effect on pupils' academic performance. There was notable physical and psychological torture in form of caning, kicking, slapping, ear/hand twisting, open verbal insults/humiliations, name calling and teasing/scaring. All these had a significant negative effect on pupils' academic performance in KTC primary schools.

The second research objective intended to determine the effect of positive discipline on the academic performance of pupils in primary schools of Kira Town Council. The study findings indicated that positive discipline had a significant positive effect on pupils' academic performance. The results therefore revealed very rare use of positive discipline within the schools studied as confirmed by the moderate high positive significance of $r=0.538$. This meant that when teachers use positive disciplinary measures, it could significantly contribute to good pupil performance in the study area. The implication was that school leaders should encourage teachers to adopt use of positive disciplinary measures of reflection, penalizing, reparation and last resort if they are to enhance pupils' academic performance.

5.3 Discussion

The discussion of results in this chapter is in line with the study objectives set.

5.3.1 Negative Discipline and pupils' academic performance.

The study findings empirically revealed that negative discipline has a negative effect on pupils' academic performance. The physical and psychological torture in form of caning, kicking, slapping, ear/hand twisting, open verbal insults/humiliations, name calling and teasing or scaring, had devastating effects on the pupils' academic performance.

These findings concurred with the interview results from the two head teachers who noted that negative disciplinary measures was as a result of the various demands from the different stakeholders leaving teachers and other school administrators with no alternative

other than condoning the use of such disciplinary measures in their schools. The frequent use of psychological disciplinary measures such as harsh insults or humiliations and name calling was as a result of the health issues of many children in most schools that may not withstand negative disciplinary measures such as caning, slapping etc as noted by one head teacher, which in turn affected pupils' academic performance.

The findings on this research objective were in agreement with the works of several earlier researchers as reviewed in chapter two. For example, Pullen (2009) noted that caning is the most common form of negative disciplinary measure (corporal punishment) and can be witnessed throughout the day at nearly all the schools throughout Uganda. There is even a saying in the Central region of Uganda that “the ears of an African child are on the buttocks”. It is an often unquestioned part of life both in and out of school. In a part of the world where resources are extremely scarce, caning serves as a cheap and easy pedagogical tool.

Natukunda (2006) also confirmed that the use of caning in Ugandan primary schools, especially in the rural areas, is alarming, and sometimes leads to permanent disability and even death. Bitamazire (2009) equally noted that negative disciplinary measure (corporal punishment) is one of the biggest challenges facing the equitable access to quality education at both primary and post primary education institutions and therefore affects academic performance immensely. She also noted that the current large percentage of pupils dropping out of their primary level education is due to the undesirable situation in

most schools attributed to the widespread use of negative discipline (corporal punishment) as a disciplinary measure in schools.

These findings were also in line with a survey involving 3,200 children in 8 districts in Northern Uganda, where negative discipline (corporal punishment) as a disciplinary measure in the home and at school was identified as one of the children's major safety concerns: 79% of children said they felt unsafe or scared due to the beatings at school and 90% said they felt unsafe or scared due to beatings at home (War child UK, 2012; child safety Regional Report card, 2012)

The study findings were in agreement with the April, 2011 report by ANPPCAN Uganda chapter. Detailed in the report was that a survey of 1,015 children at 25 public and private primary schools in Acholi, Lango, West Nile and Central Region, 81% of the respondents reported having been beaten at school. Of those who had been beaten, 73% had been beaten by a teacher, 15% by other students and 12% by their parents and guardians. Children were also punished by being denied food for extended periods of time, locked up in rooms, assigned difficult work and forced to kneel in front of other children at school. 82% of children had seen their friends being caned. All these physical and psychological negative disciplinary measures had great impact on the pupils' academic performance (ANPPCAN Uganda Chapter, 10 July, 2011)

The findings of this study also concurred with Kavuma (2012) who affirmed that: *"Parents' pressure often results in children being subjected to negative discipline*

(corporal punishments) which is meant to be an incentive to do better. In addition to any violence by parents to pressurize children to perform, they may also be punished by teachers to perform. The main criteria for teacher's supervision/ evaluation system are based on whether the curriculum has been completed and how many of the students score good marks in the final examinations. Failure to perform better than others in regular class work, homework and tests under a system which is observed with ranking ,automatically invites frequent and systematic use of caning pupils to perform well (p16)

The findings also agree with the Human Rights Watch (1999) report on Uganda and Kenya on primary school teachers' performance. The report noted that the use of negative discipline (corporal punishment) could be triggered by many factors like over-crowded classrooms, untrained, overworked teachers who vent their inadequacy and frustrations on pupils. The report further notes that it is rather hard for committed teachers to retain control over large classrooms and some of the teachers end up supplying their services into supplemental income producing schemes like coaching and extra lessons than into teaching and then administering negative discipline and corporal punishments to those who fail to pay for extra help.

Also the findings of the study were in agreement with Nagawa (1998) in Mpisso (2004), who noted that there were various types of punishment that were administered in primary schools in Uganda. These included the different modes or forms which prevail in our schools in Uganda such as reprimand, bawling out, ridiculing, sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the

neck of the offender, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school. These have a negative impact on pupils' academic performance.

However the study of Payne (1998), Mandell (2009), Tibanyenda (1975), Human Rights Watch (1999) and Manirul (1999) noted many teachers and adults arguing that they were beaten and learnt to behave better. Teachers argued that they were beaten and humiliated as children and it did not harm them (Payne, 1998). Furthermore, teachers argue that beating helped them learn right from wrong and it showed that the adult who punished them loved them and cared for them (Mandell, 2009). Actually the Baganda and Banyankole of Western Uganda culturally believed that beating of children and wives was a sign of great love for them, as noted by Tibanyenda (1975). Many adults and teachers in Uganda say that a light slap or a few canes are useful ways to quickly resolve a conflict and to show children that they made a mistake as noted by a report by Human Rights Watch (1999). As long as the punishment does not cause physical injury, many teachers see nothing wrong with it (Manirul, 1999).

In summary therefore, the findings generally revealed that physical and psychological forms of negative disciplinary measures were widely used by the pupil's custodians while at school which affected their performance.

5.3.2 Positive discipline and pupils' academic performance

It was empirically revealed that low use of positive disciplinary measures in the form of reflection, penalty, reparation, and last resort on pupils' behavior in many schools had a negative impact on the pupils' academic performance.

These findings coincided with the interview results from the two head teachers who noted that positive disciplinary measures were rarely used due to their ineffectiveness as it could not bring immediate results of change in an undisciplined pupil since it did not involve any form of pain inflicted on the offender. The head teachers also noted teachers facing a lot of attacks from parents who claim that by using penalty as a positive disciplinary measure, the teachers were violating the rights of their children like a right to play with the rest of the children. The use of reparation and last resort equally did not yield any good results as regards imparting good discipline among pupils for good academic performance as there was no direct pain felt by the offenders.

The findings on this research objective were in agreement with the works of several earlier researchers as reviewed in chapter two. For example, Naker, Sekitoleko (2009) cite four categories of positive discipline responses to varying degrees of misbehavior as reflection, penalty, reparation and last resort.

On the contrary, Naker and Sekitoleko (2009) further caution that care must be taken to ensure that the penalty meets the principles of positive discipline. They note that penalty should also provide children with an opportunity to think about their behavior and to

think of an alternative behavior for future similar circumstances. At the end of a penalty, teachers should help children learn what was wrong with their behavior and how not to repeat the same mistake.

Hogan and Pressley (1997), Muthoga (1997), also warn that some modes of punishment were discovered to create fear among students that lead to truancy and premature attrition. Premature attrition from school could lead to social exclusion, as the students who were affected would not have acquired any productive skills that would benefit them and the society in which they live. The implication is that they would become social outcasts. This could lead to absence from schools and consequently reducing the academic performance of the injured students.

Docking (2000), crowns it all by stating that some punishment are appropriate and constructive while others are not desirable, baseless and instead intended to instill fear. This idea was also in agreement with Canter (2000) who argued that although discipline remains one of the most common problems for educators, some punishment such as negative discipline (corporal punishment) should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline.

In summary therefore, the findings generally revealed low inclination to the use of positive disciplinary measures by teachers in the form of reflection, penalty, reparation, and last resort on pupils' behavior in many schools thus affecting pupils' academic performance.

5.4 Conclusions

About disciplinary measures through negative discipline of pupils, the study observed uncontrollable physical and psychological torture of pupils in many schools in the name of acquiring good pupils' academic results. This in many schools instead worsened pupils' academic performance as it resulted into poor quality and quantity of examination grades and an ever increasing low completion rate of pupils in all classes. The study concluded, therefore, that there is no positive significant relationship between negative disciplinary measures and pupils' academic performance in Uganda.

On the side of positive disciplinary measures through reflection, penalty, reparation and last resort, the researcher concluded that there was a low inclination to its use due to its ineffectiveness and as it could not bring immediate results on the offenders. Positive discipline had a significant moderate strong positive relationship with pupils' academic performance in Uganda. Since teachers rarely used positive discipline, most pupils got more wild and this affected the quality of their examination grades and completion rates as confirmed by the responses from the respondents.

5.5 Recommendations

Ministry of Education Sports Science and Technology on addition to banning the use of negative discipline in schools such as use of corporal punishments should organize workshops and seminars for different stakeholders such as head teachers, teachers, SMC members board of governors and parents to create more awareness on the effects of negative discipline on the academic performance of the pupils in Uganda. The ministry

should stop being a “backing dog” on teachers who maim school children in the guise of instilling discipline and enhancing good academic performance. Such offenders should face full face of the law to deter others who may practice the vice in the future.

The Ministry of Education Sports Science and Technology has not come out clearly to give alternative to negative discipline to the teachers. This has made them to invent their own methods of instilling discipline among children that are even more dangerous to their health and safety while at school. The ministry should come up with deliberate efforts to classify the forms of disciplinary measures to the different school stakeholders stipulating the effects of each form to the academic performance of the pupils. This will be a guide to the teachers who administer disciplinary measures to the pupils.

The issue of discipline of pupils cannot be left to teachers only. It should involve concerted efforts from the local community, local leaders, religious leaders, school administrators and the parents in order to shape the behavior of a child. Therefore, government through Ministry of Education Sports Science and Technology should strive to create awareness among the various stakeholders of their roles through radio talk shows, newspaper publications and Televisions, pass information on how schools should embrace positive discipline so as to enhance the academic performance of pupils.

5.5 Limitations of the study

This study was hampered by the following limitations;

Data collection was done twice given that the first data collection instruments were not aligning with the conceptual frame work variables. This took more for the researcher to redesign new data collection instruments that were finally used to collect data for this study.

The area of study is quite sensitive. This made it harder for the researcher to get the much desired data. Many respondents thought that the findings were going to be used to implicate them. The pupils thought that once their teachers got to know their responses, then they would punish them for reporting them. The teachers and head teachers thought that the findings would work to the disadvantage of their schools especially those who practiced a lot of negative discipline. There was therefore a temptation of the respondents “whitewashing” themselves more so when it came to the use negative disciplinary measures. To overcome this, the researcher took time to create awareness among the respondents that the findings would only be used for study purpose and was not in any way intended to implicate them.

The researcher also encountered a strange scenario where some respondents would ask for money in order to accept to be interviewed or to answer the questionnaire. To them, they thought that the researcher would earn a lot of money from their efforts and therefore the need to be paid. To overcome this, the researcher had to present his student identity card from UMI and the letter sending him to the field to confirm that the researcher was indeed a student. Later, they accepted to take part in the study without any pay.

5.6 Contributions of the study

This study has contributed new knowledge on disciplinary measures and pupils' academic performance in Uganda. It shows that negative discipline has negative effect on the academic performance of pupils. Negative disciplinary measures do not at all help pupils to improve their academic performance a notion that many school stakeholders have held for long. The study further shows that positive discipline has a positive effect on the academic performance of pupils hence the need for the different stakeholders to embrace it however tedious and time consuming it may be.

5.7 Areas of further research

This study was intended to establish the effects of disciplinary measures and academic performances of pupils in Kira Town Council schools Uganda. There were however other factors that are related to disciplinary measures that may affect the academic performance of pupils that the study came across and would recommend further study into. These are;

- Why use of negative discipline has persisted in learning institutions in Uganda despite the many guidelines that are issued by the Education ministry from time to time.
- Why the ministry of Education Sports Science and Technology has failed to come up with clear alternatives to negative discipline and if so why do many teachers express ignorance of this fact.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

I am a Masters student at Uganda Management Institute pursuing a masters degree in Institutional management and leadership. I am interested in establishing the influence of Disciplinary Measures on pupils' academic performance in Kira Town Council Primary Schools, Uganda. You have been selected as a respondent to provide us your views on this study. Your views will be kept and treated confidentially in line with the study and at no moment will they be used against you but for the purpose of achieving the objective of this study.

Section A: BACKGROUND INFORMATION.

Tick as appropriate.

1. Gender: Male Female
2. Position in the school: Head teacher Teacher Prefect Pupil
3. How long have you been in the school? Less than a year 1-3 years
4-7 years 7+years
4. Nature of School: Government Private

Section B: Disciplinary Measures.

Indicate the extent to which you agree with witnessing or experiencing the following forms of disciplinary actions to correct pupil behaviors by indicating 5 for very frequent, 4 for frequently, 3 for not sure, 2 for rarely, 1 not at all.

Section B: Disciplinary Measures:

Indicate the extent to which you agree with witnessing or experiencing the following forms of disciplinary actions to correct pupil behaviours by indicating (5) very frequent, (4) frequent, (3) for not sure, (2) for rarely, (1) for not at all.

Negative Discipline						
<i>Physical</i>						
1.	Pupil being slapped for the bad behavior	5	4	3	2	1
2.	Pupil being kicked for the bad behavior.	5	4	3	2	1
3.	Pupil being caned for the bad behavior.	5	4	3	2	1
4.	Arm or ear twisting for the bad behavior.	5	4	3	2	1
<i>Psychological</i>						
5.	Verbally abusing the pupil for bad behavior	5	4	3	2	1
6.	Denying pupil food for bad behavior.	5	4	3	2	1
7.	Openly insulting /humiliating a pupil in class for bad behaviour.	5	4	3	2	1
8.	Make fun of the pupil for bad behavior	5	4	3	2	1
9.	Scaring the pupil for bad behaviour.	5	4	3	2	1
10.	(Nicknaming) Calling pupils bad names for bad behaviour.	5	4	3	2	1
Positive Discipline.						
<i>Reflection.</i>						
1.	Pupils being sent out of class for some minutes to think about what they did wrong and how they will avoid repeating bad behaviours.	5	4	3	2	1
2.	Asking the pupils to write apology letters on why they behaved in a certain way and what they will do to avoid bad behaviours at school.	5	4	3	2	1

3.	Asking pupils to apologise and ask for forgiveness for the bad actions.	5	4	3	2	1
<i>Penalty</i>						
4.	Penalizing pupils by subjecting them to do physical work, such as cleaning the school compound and toilets.	5	4	3	2	1
5.	Withdrawal of privileges, such as to play games and removal as a prefect for bad behaviour.`	5	4	3	2	1
6.	Detaining pupils for extra time after school time to reflect on what they did wrong.	5	4	3	2	1
<i>Reparation:</i>						
7.	Making pupils to apologise on the assembly to the entire school for being harmful to others or school property.	5	4	3	2	1
8.	Pupils being given a written school disciplinary/warning letter and committing him or herself to reform.	5	4	3	2	1
9.	Pupils asked to pay for damages caused to individual pupils or school property.	5	4	3	2	1
10.	The school involving the parents in disciplining the pupil to prevent occurrence of such bad behaviours	5	4	3	2	1
<i>Last Resort:</i>						
11.	Summon and discuss with parents the possible next steps, as a warning to the pupil.	5	4	3	2	1
12.	Suspension of the pupil for sometime due to persistent misbehavior at school.	5	4	3	2	1
13.	Involving a trained counselor to counsel the bad behaved	5	4	3	2	1

	pupils.					
14.	Expulsion of the pupil from school for good due to bad behaviour.	5	4	3	2	1

Section C: PUPILS’ ACADEMIC PERFROMANCE:

In this section, please circle the number that best describes your opinion on each of the statements on pupil performance using a scale of strongly agree (5), agree (4), Neutral (3), Disagree (2), strongly disagree (1).

		Scale				
1.	Pupils have a good retention rate of what is taught in class.	5	4	3	2	1
2.	Pupils can communicate adequately in English.	5	4	3	2	1
3.	Pupils are always eager to learn.	5	4	3	2	1
4.	Pupils have good skill mastery of what is taught at school.	5	4	3	2	1
5.	Pupils usually score good grades in regular tests.	5	4	3	2	1
6.	Pupils usually score good grades in end of year examinations.	5	4	3	2	1
7.	All pupils are promoted with good scores at the end of the year.	5	4	3	2	1
8.	Pupils usually compete for better grades in their examinations.	5	4	3	2	1
9.	P.7 class usually scores good grades in National Examinations (PLE).	5	4	3	2	1
10.	Best performing pupils are rewarded by the school.	5	4	3	2	1

Thank you very much.

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS.

TOPIC: **Disciplinary Measures and Pupils' Academic performance in Kira Town Council Primary Schools, Uganda.**

Interviewer: Edward Peter Basembeza.

Interviewee: _____ **Venue:** _____

Date of interview: _____ **Time:** _____

A: BACKGROUND INFORMATION.

Tick the appropriate box.

Gender: Male Female

Highest Qualification:

Grade II Grade III Grade V Graduate Others (Specify)

Teaching experience:

0 – 2yrs 5yrs and above 10yrs and above over 15yrs.

Marital status:

Married Single Engaged Widowed

Interview:

1. Describe some of the commonest forms of physical disciplinary measures employed in your school to instill discipline in your pupils?
2. What is your experience on use of physical punishment and pupils' academic performance.
3. Describe some of the commonest forms of psychological disciplinary measures employed in your school to instill discipline in your pupil.
4. What is your experience on use of psychological punishment and pupils' academic performance?
5. What are the challenges in applying negative disciplinary measure in schools?
6. What are the efforts to promote or use the following positive disciplinary measures in your school?

- Reflection
 - Penalizing
 - Reparation
 - Last resort
7. What are your experiences with use of positive disciplinary measures and a pupils academic performance.
 8. What are the challenges in using positive disciplinary measures in your school.

Thank you very much.

APPENDIX III: MORGAN KREJCIE TABLE OF SAMPLE SIZE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX IV: INTRODUCTORY LETTER