

**USING GUIDANCE AND COUNSELING TO CURB DOWN ADMINISTRATION OF
CORPORAL PUNISHMENTS AMONG THE PUPILS OF LUBAALE PRIMARY
SCHOOL IN KATUULO LWENGO DISTRICT.**

BY

MUGARURA GASTON RWENDEIRE

1152 – 07174- 01478

**ACTION RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF
BACHELOR IN EDUCATION (PRIMARY) OF KAMPALA
INTERNATIONAL UNIVERSITY**

JULY, 2017

PREFACE

This research book is intended to help other upcoming researchers who will consult and continue to find out other measures to curb down this problem as the researcher noticed a number of challenges. "If you do the same thing, you get the same results" therefore other researchers should use it in order to get different solutions to the problem.

Bearing in mind, the researcher felt it wise and good to make survey and find out some solutions to the existing problem.

The researcher hopes that his research will be of great use to the teachers and all the people who desire to train their children in guidance and counseling pupils on corporal punishments.

DECLARATION

I hereby declare that the work contained in this report is original and my own and has never been presented to any institution for any award.

Signature: 

Date: 10th July 2017

MUGARURA GASTON RWENDEIRE

1152 – 07174 - 01478

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APPROVAL

I confirm that the research dissertation has been done under my supervision and now it's ready for submission

SIGNATURE: 

DATE: 10/07/017

MR. OKRUT GODFREY

SUPERVISOR

DEDICATION

This research is first and foremost dedicated to Almighty God for his guidance and direction. Secondly, it is dedicated to my Hon. Kitatta Aboud and his wife Mrs. Fatma K. Kitatta.

ACKNOWLEDGMENT

I am deeply indebted to my supervisor Mr. Okrut Godfrey for his patience with my inadequacies as he guided me through the research. Without his parental and professional input, this research would have been difficult to elevate to its current level.

I acknowledge with thanks to Hon. Kitatta Aboud and his wife, my wife Nantongo Irene and family, fellow teachers, my friends Magala Charles and Namusoke Aida who contributed a lot to my success and encouraged me for further studies at Kampala International University.

I strongly acknowledge the family of Hon. Kitatta Aboud for accepting to adopt me as their son and educated me throughout my 'O' level studies and teaching course which laid a foundation for further studies for the award of a Diploma and a Bachelor's Degree.

Great thanks are extended to those persons who have given me both financial and material support to be able to come up with this piece of works especially Musimenta Joseph.

I deeply treasure to the contributions of all my Classmates Mr. Tumuhimbise Warren and Natukunda Alice for their moral, financial and material support they gave me. I deeply treasure the contributions of Namukasa Idah and her husband Julunga Michael and ask God Almighty to richly bless them.

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LIST OF ABBREVIATIONS

Km	-	Kilometers
“O” Level	-	Ordinary Level
“A” Level	-	Advanced Level

ABSTRACT

This paper explores the effect of using guidance and counseling to curb down administration of corporal punishments among the pupils of Lubaale primary school in Katuulo Lwengo District. Guidance and counseling plays a major role in the learning-teaching process in order to maintain the retention and discipline of pupils while at school.

Primary schools are expected to be socially responsible, support local communities and ensure equal supply of guidance and counseling to all stake holders responsible to the children. The objective of this study was to find out how corporal punishments be administered to the pupils of Lubaale Primary School.

Data collection techniques adopted were questionnaires and documentation, where qualitative and quantitative data about how to curb down the administration of corporal punishments among pupils of Lubaale primary school in Katuulo Lwengo District.

The study findings revealed that there is an effect or a close relationship between of using guidance and counseling to curb down administration of corporal punishments among the pupils of Lubaale primary school in Katuulo Lwengo District where it was noted that guidance and counseling was the major method of administering corporal punishments among pupils of Lubaale primary school in Katuulo Lwengo District

Finally, this study ends up with some recommendations where all stake holders should improve and guidance and counseling to enhance administration of corporal punishments among pupils.

Key words: corporal punishments, guidance and counseling, and Administration.

CHAPTER ONE

BACK GROUND

1.0 Introduction

This chapter includes Area of focus, Description of site, Statement of the problem, Research Questions, Justification and Significance of the study:

1.1 Area of focus

This action research initially focuses on the use of Guidance and Counseling to curb down the administration of corporal punishment on the pupils of Lubaale Primary School in Katuulo, Kyazanga, Lwengo District

Guidance refers to the process of helping an individual to understand himself/herself and the realities of his/her world in order to live a happy and productivities life.

Counseling is the process by which a troubled person is helped to feel and have a comfortably satisfying way through interaction with a counselor (Makinde 1988).

Corporal punishment refers to punishment that causes physical or psychological harm to the pupils (Mukuwa 2010).

1.2 Description of Site

Lubaale Primary School is in Katuulo Parish, Kyazanga Sub County Lwengo District. This school was established in 2005 by the local people in the area with an enrolment of 145 pupils. Out of these 71 were boys and 74 were girls with 4 staff members. Currently, Lubaale Primary School has a population of 448 pupils of which 210 are boys while 238 are girls.

The school has day scholars only as other primary schools in Uganda. Presently, the school has 11 staff members of which 7 are men while 4 are women. Lubaale primary school is among the schools to be constructed by Global Partnership with Education geared by the World Bank. It's surrounded by schools in the East, West and South of it. It is neighbored by Katuulo primary school, Kagoogwa primary school, Ngugo Primary School. Lubaale is 4km from Kabusota primary school in Lwamaggwa Sub County Rakai District.

There is also St. John Baptist Secondary School which is 4km where most of our pupils after primary seven go for “O” Level. Lubaale is surrounded by 296 family houses of which many learners come from.

1.3 Statement of the Problem

Despite the head teacher and other officials from the education and other departments warning the staff members against the use of corporal punishment at school, many teachers still administer corporal punishments to the children. This has made pupils sustain physical injuries and many of these pupils have decided to drop out of school.

Thus, for a long time the school has used suppressive methods to control misbehavior before nasty cases come up, even then indiscipline still remains. A range of punishments like hitting, slapping, punching, kicking, use of sticks and excessive exercise drills. These only temporally contained the situation but it appears that the root causes are never treated for the final cure.

For this reason, the researcher wished to devise a positive discipline approach of guidance and counseling which fosters increased teacher- pupil relationship, reflection, confidence among learners, gives a picture of a friendly school environment and fulfill the right to a violence free school.

1.4 Research Questions

1. What punishable behaviors are shown by pupils of Lubaale Primary School?
2. What form of punishments do teachers and parents commonly administer to their children in order to enforce positive behaviors?
3. How can the use of guidance and counseling help to curb down the use of corporal punishment in Lubaale Primary School?

1.5 Justification of the study

Basically, it is worth to punish learners in the course of teaching and learning. This comes when learners tend to practice unwanted behaviors. The imitated unwanted behaviors have taken learners’ attention from classroom activities to other unwanted behaviors such as fighting one another, Theft, abusing others throwing stones absenteeism escaping from the school and late coming.

Every end of the semester, parents are invited to the meeting to listen and know their children's academic development in Lubaale Primary School. One of the hottest agenda was about use of corporal punishment provided by the teachers in this particular school.

This revealed itself through the increased absenteeism and drop outs. The use of corporal punishments at Lubaale primary school also caused the drastic fall in academics performance as the school was ranked the 90th among 131 schools in the district in the national examination of 2012.

An intervention aimed at eliminating corporal punishment could lead to improvement in the way pupils behave, perform and concentrate. Guidance and counseling is a form of positive discipline that is intended to curb down the use of corporal punishments at Lubaale Primary School.

In order for the above to be reached, teachers. Parents and pupils need to be involved in decision making especially about disciplinary roles. Once positive discipline is achieved, long term benefits like academic performance can be reached, teacher - pupil's relationship can be enhanced, pupils feel confident and it also gives a picture of a friendly school environment in Lubaale Primary School.

1.6 Significance of the study.

At the end of the study, findings are expected to provide information and help to the researchers, teachers, parents and other stake holders to know the effects of Guidance and Counseling to the learners at Lubaale Primary School and hence spread the knowledge to all primary schools in Lwengo District.

Therefore the researcher prepares the research findings that will be used to three categories of people to find facts on the use of corporal punishment as well as the friendly alternatives to overcome this problem.

To the teachers

The information obtained after the study will equip them with knowledge about the negative effects of the use of corporal punishment on pupils behavior and learning activities. They will be able to use friendly means to enforce learning and as a result learners will change to high performance and good conduct.

To the parents

Also, the results of the study will help parents to be aware of their children's behavior when they are at school. With this, parents will be able to make daily monitoring of their learners behavior and suitable punishment that bring positive effects to them. This will help learners change from bad to good conduct when they are at school, home and elsewhere.

To the future researchers

The findings will be used as an inventory for other researchers who are interested to make study in similar studies. It will act as literature review to those who will be interested to make research on it.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter presents a review of literature related to literature which relate to punishable behaviors showed by pupils to date of Lubaale Primary school.

2.1 Punishable behaviors shown by pupils in the classroom.

Baumrind, (2002) in his study about ordinary physical punishment, he identified the following as some of the punishable behaviors showed by pupils in class:

- Destruction of school properties
- Fighting other learners
- Abusing fellow pupils
- Bullying and teasing fellow learners
- Dodging lessons and school gathering
- Involvement in sexual relationships
- Escaping from school.

The researcher relates these punishable behaviors with those showed by pupils at Lubaale primary school. These include truancy, bullying, abuse, fighting and dodging in Africa. It is a bit different from schools in Asia where learners commit very notorious unwanted behaviors such as suicide, killings, shorting, destroying classroom property.

2.2 Forms of Punishments

Evidence that corporal punishment is harmful to children, adults and societies is overwhelming. The more than 150 studies included in the Global initiatives' review (2013) of research on the effects of corporal punishment to learners, show that associations between corporal punishment and a wide range of negative outcomes include the following ;

- Direct physical harm
- Increased aggression in children
- Increased perpetration and experience of violence in adults
- Increased anti-social behavior
- Poor cognitive development
- Damage of family relationships

Intended for use by advocates for prohibition, the review illuminates how corporal punishment violates not just children's rights to freedom from all violence, but also their rights to health, development and education.

From the explanations above, scholars show that corporal punishment has negative effects to the child from young stage to adulthood. The researcher agrees with these scholars on the negative outcomes listed that are due to corporal punishment.

Dato Dr. Afifi al-Akiti (1976). "There is going to be lot of people that think that a parent absolutely needs to use physical forces to raise a compliant child, says Afifi. It's pretty well established that physical abuse has a negative impact on mental health, but this is showing the same effect even when you look at milder forms of physical force. This is saying that physical punishment should not be used on children of any age" Afifi concludes.

George Holden, a professor of psychology at Southern Methodist University in Dallas who published research in 2013 on the first real- time study of parents physical disciplining their kind says, Afifi findings fit into a "large constellation" of studies that show children whose parents use physical force are at greater risk for depression and anxiety, says Holden.

The scholars still show the negative effects of corporal punishment to the children of which affect them when at home and at school environment. This reveals to the researcher that corporal punishment has negative effects to the learners at school, home and during their adulthood.

Since July 1979, 34 countries around the world have outlawed domestic corporal punishment of children. In Europe, 22 countries have banned the practice. Enforcement of such laws is rare, however and the practice remains common in many countries.

In Africa, the middle East and in most parts of Eastern Asia (including China, Taiwan, Japan and Korea) corporal punishment of one's own children is lawful in Singapore and Hong Kong. Pushing one's own child with corporal punishment for their own children is appropriate and necessary, and thus such practice is accepted by society as a whole.

From this literature review, it shows directly that, corporal punishment have effects to the children or learners. The researcher will make a study in the area indicated to find the situation and thus come up with relevant answers.

2.3 Using Guidance and Counseling.

Discipline in the raising and teaching of children is necessary if they are to become social, productive and responsible adults. Punishment is only one method of disciplining, and corporal punishment is only one aspect of punishment

Marily(1996) contends that children have to be taught discipline as they are not born with it . Discipline is encouraging and guiding pupils helping them feel good about themselves this can be reached by setting routines and teach pupils time consciousness.

Ezewu (2000) recommended that training establishments should give full weight to the personal qualities required for effective classroom management, particularly the potential ability to relate well with the children when selecting applicants.

The author goes on to point out that good behaviors in school is a shared responsibility of government, local authorities, voluntary bodies, head teachers, teacher and parents, therefore, teachers should be helped to become better classroom managers to curb down misbehaviors.

Allan (1996), states that stereotyping misbehaviors can seriously undermine and eventually affect the teaching. Discipline therefore is the responsibility for everyone in this case; parts, teachers, community members and government are referred to.

Mary land (1995) puts it that successful teachers always scan the class and make remarks which are timely and accurate that shows that they are fully aware of what is telling place in the classroom. The author therefore doesn't advocate corporal punishment in curbing down in discipline.

Coombs (1985) says due to cases of in discipline in schools. Like rebellion assault and truancy, times have changed and the fabric of society is degenerating before our eyes. This explains why our children should be guided against corporal punishments and its effects .this can be attained through guidance and counseling.

With modeling, psychologically children tend to identify with their parents and teachers, and often try to emulate them. Parents and teachers who lower themselves to physical violence and aggression in an attempt to control children are setting an example the children may try to follow (Bandura 1967).

Aronfreed and Left (1963), by refusing to use physical punishment we can refine and develop those other techniques which may prove more beneficial and enduring than the easy and quick brutality. One form of punishment is the administering of an aversive stimulus contingent upon disapproved behavior. The other is removal of a reward or positive reinforce (Skinner 1938). Other research documents show that the development of conscience is related to parental warmth and the use of reasoning as a technique of discipline (Bandura and Walters 1951);

Baumrind (1967); Sears (1961) administered that when a child has developed self-control and one's conscience to the extent that one will no longer do what one knows is wrong even when one knows, one won't be punished then we could say that one's character education has been successful.

They continued listing the prevention strategies of corporal punishment that are;

- Establishing clear behavior expectations and guidelines
- Focusing on student success and self-esteem
- Seeking student input on discipline rules
- Enforcing rules with consistency, fairness and calmness
- Planning lessons that provide realistic opportunities for success for all learners

Gawlik (2002) suggested that parents can substitute corporal punishment with providing appropriate supervision, making rules consistent with the child's age, explaining why certain behavior is inappropriate, giving consequences as well as withdrawing the privileges.

Milful & Schmeltzer (2000) asserts that being consistent with children, modeling desired behaviors praising, encouraging and rewarding children and providing them with warmth and affection.

Summary

There seen to be a close and significance relationship between punishments and behaviors. So corporal punishments have been found by the above mentioned researchers and authors among others to be one of the factors affecting discipline. The use of guidance and counseling helped to fill the knowledge gaps identified in other studies.

CHAPTER THREE

ACTION PLAN/INTERVENTION (INNOVATION)

3.0 Introduction.

This chapter presents the intervention, how the researcher decided on it, how the intervention was implemented, how long the researcher worked with the intervention and how the intervention took root in the school system.

3.1 Description of the Innovation.

Basing on the misbehaviors of pupils in Lubaale Primary School and the challenges put forward by the respondents and what authors identified, the researcher was compelled to design and innovation in order to minimize the identified problem by using a positive discipline approach of guidance and counseling to improve behavior of pupils.

Table 1: Showing Description of the Innovation

MISBEHAVIORS	PUNISHMENT	DESCRIPTION
Fighting	Official reprimand	A Child accepts a written notice committing to reform
Theft	Replace	A child contributes towards replacing
Abusing others	Public apology	A child apologizes for the behaviors on the assembly and to the offended
Throwing stone s	Light work	Work that improves the school environment
Absenteeism	Withdrawal of privileges	Taking away an activity that the child enjoys and vice versa
Escaping from school	Name slip	Writing the Childs name and offence on a slip
Vandalism	Replace	A child contributes towards replacing
Late coming	Disciplinary talk	Setting a time to discuss the behaviors and a course of correction

The researcher used guidance and counseling as an intervention to curb down misbehaviors in Lubaale Primary School. Children learn from their mistakes when they understand why what

they did was wrong and when they are given an opportunity to think about the consequence of their behaviors.

For minor day-today problems, the researcher used reflection like verbal warning, imposing time out, letter writing oral apology, name ship and discipline box

The researcher influenced the school authority to organize guidance and counseling sessions at school. This was done by the senior woman and man

Moreso pupils were assigned to teachers who were in charge of guiding and counseling the pupil's case of any emerging challenges

The researcher too, influenced the school authorities to form peer discipline committee. Each class elected pupils to serve on a peer discipline committee. The responsibility of this committee was to meet on a regular basis and to handle all cases of indiscipline referred to them but the essence was on guidance and counseling.

To give a picture of a friendly school environment, layers of response included the teachers who were the first person to handle any disciplinary case, peer discipline committee of the disciplinary committee of the school, head teacher, parents and outside referral which could be made to counselors, police or other relevant agency.

CHAPTER FOUR

METHODOLOGY

4.0 Introduction.

In this chapter, the researcher presents the methods used to monitor the intervention, data collection instruments, procedure for data collection, data quality control, the data analysis, limitations and delimitations as well as ethical considerations.

4.1 Data Collection Methods

Intervention: the researcher conducted interview sessions with fellow teachers and pupils in their groups concerning the use of guidance and counseling to eliminate the administration of corporal punishments both at school and even at their homes. This was carried out using interview guide and indeed most of their responses revealed that pupils show behaviors that are punishable. However, their concern was on the way teachers and parents administered punishments.

Observation: using the observation guide under the form of non-participant observation, the researchers used to observe the impact of guidance and counseling on learners behavior and administration of corporal punishments by both parents and teachers.

4.2 Data collection instruments.

In order to have relevant information, the researcher used observation guides and interview guides to collect data.

4.3 Data collection procedure.

The researcher will get an introductory letter from the university and then proceed to the respondents for data collection. The researcher will then interview the respondents following the already prepared interview guide and the observation guide.

4.4 Data quality control

3.4.1 Validity.

The validity of the instruments was tested by asking a specialist in the field of study to determine whether the instruments to collect the data were appropriate.

4.5 Data analysis

After the study, the researcher analyzed data by using descriptive methods which basically included the use of tables and percentages.

4.6 Limitations and delimitations.

4.6.1 Limitations

The researcher did not encounter severe limitations keeping in mind that, the area for research is in town where the researcher dwells. Only that, the researcher faced limitations like high stationery and printing costs for producing final copies of both action research proposal and research report.

4.6.2 Delimitations.

The researcher overcame the said limitation by requesting for financial support from the District Education Office.

4.7 Ethical considerations.

The researcher assured the respondents of maximum confidentiality and use of the Obtained information for academic purposes only.

CHAPTER FIVE

FINDINGS AND DISCUSSION

5.0 Introduction

In this chapter the researcher presents research findings and discussion on the effects of guidance and counseling among the pupils of Lubaale Primary School. All data collected were the results from respondents. These include pupils, teachers and parents.

SHOWING FIRST PHASE DATA

5.1 Punishable behaviors showed by learners in Lubaale primary school.

Table 2: Showing Punishable behaviors

Punishable behavior	Morning	Evening	Total
Escaping from school	2	4	6
Fighting others	3	2	5
Abusing drugs	2	1	3
Writing love letters	1	2	3
Dodging lessons	2	1	3
Making noise in class	1	3	4
Destroying school property	1	1	2
Disrespecting teachers	2	2	4
Teasing fellow pupils	1	-	1

Source: Primary Data 2017

The findings have been supported by Chris K. (2003) who listed four unwanted behaviors which teachers deal with at school. These are bullying, truancy, abuses and exclusion. Also, Baumrind et al, (2002) are in line with respondent's findings that abusing, bullying and teasing of the learners are some punishable behaviors showed by learners at school.

According to the data collected from different categories of respondents, it is without doubt that punishable behaviors exist at Lubaale primary school. These are bullying, truancy, theft and teasing, fighting and abusive words. All these unwanted behaviors affect learners in learning process. All these lead to poor performance of the learners and the school at large.

5.2 Forms of punishment given by teachers and parents to enforce positive behavior among pupils.

Table 3: Showing punishment given by teachers and parents

Punishments given by teachers	Punishments given by parents
Withdrawal of privileges	Denying them food
Denying them food	Detention
Abusing them verbally	Abusing them verbally
Making them kneel down for a long time	Giving them strokes of the cane
Giving them strokes of the cane	Denying them chance to play
Making them dig for long hours	Detention
Forcing them to apologize in public	Withdrawal of privileges

Source: Primary Data 2017

5.3 Effects of corporal punishment to pupils' behavior and learning process.

As regards the research question above, the researcher wanted to explore the effects of corporal punishments to the pupils' behavior as well as in learning process. When the questionnaires were given to pupils, the following were the results from them.

About 90% of the respondents responded that the use of corporal punishment to the learners creates hatred between learners and their teachers as well as hatred between parents and teachers. As one of the respondents wrote in his questionnaire paper, "my guardian is not in good term with my English teacher because one day morning the teacher injured me with piece of stick" said one of the respondents from standard five.

Under this research question, 10% of the respondents claimed that it had positive effects to the learners and hence in learning process. The use of corporal punishment at Lubaale primary school discipline learners who are naughty and stubborn to other learners. "One of my classmate used to harass me in class and outside" said one of the respondents. "When the case was taken to the teacher on duty, the stubborn boy was subjected to severe corporal punishment. The boy stopped from harassing me" she continues.

The same research question was taken to the teachers in form of an interview. Although many respondents did not show much interest in this study, yet they finally wrote something to support the researcher. The following was the data collected from the respondents.

Out of the many interviewed respondents, 70% agreed that the application of corporal punishment at Lubaale primary had negative effects to the learners. They had developed truancy and hatred because of the use of corporal punishment applied by teachers. Numbers of learners at Lubaale primary School had been decreasing from 679 pupils to 410 pupils because of high rate of transferring learners from Lubaale to other primary schools. This was due to the use of corporal punishment that brought negative effects to individuals.

The rest of the number of respondents equal to 30% responded that, there was no use of corporal punishment in that particular primary school. This implies that, there were not negative effects of the corporal punishment to the learners according to them.

Lastly, were the parents to tell the effects of corporal punishment to the pupil's behavior as well as in learning process. With this category of respondents, the researcher got a positive cooperation. All respondents' equals to 100% claimed that corporal punishment to the pupils hold negative effects to them in learning process. The interviewed respondents mentioned some effects that were hatred, physical harming, and children become aggressive at school and home, and create poor relationship between learners and their teachers as well as between teachers and parents.

From all categories of respondents who responded to this research question, it is clear to the researcher that corporal punishment has negative effects to learners' behavior as well as in their learning process. In the first category the respondents have revealed the truth of this statement with 90% that the hatred between learners and teachers, brings poor relationship. Because of this, learning process does not take place in a conducive environment. It is obvious that a learner will perform poorly since there is a distance between a teacher and a learner.

Corporal punishment has gone farther to breaking of the relationship between the teacher and the parents. This shows that a teacher is not informing the parents of what his/her child is doing as endeavor to correct her/his behavior in cooperation. This also affects the learner's behavior and learning process in classroom.

The second category has revealed the truth that negative effects resulted from use of corporal punishment affect learners directly for example truancy, hatred and high rate of transfer. All this lead to poor performance of a learner and creates unwanted behavior among the learners.

All the respondents in category three agreed that corporal punishments had negative effects to pupils' behavior and in learning process.

The data from the interviewed respondents has showed a number of effects such as aggressiveness, hatred and physical harming. If a learner is aggressive, he/she develops bad behavior and he/she cannot learn concussively. This implies that use of corporal punishment has negative effects to the learners and in their learning process.

As regards the data collected, together with the discussion done above Global Initiatives' Review of Research on the effects of corporal punishment (2013) supports the study as it shows associations between corporal punishment and a wide range of negative outcomes. These include direct physical harm, increased aggression in children. Damage of family relationship and increased anti-social behavior. Riesman G. I. Fortuna. K., and Holland. A (2006) are in line with the above scholar that corporal punishment violates not just children's rights to freedom from all violence, but also their rights to health, development and education.

The researcher from the data collected, is required to find ways to supplement the use of corporal punishment and set a friendly way of treating learners so that to create good behavior and conducive learning process.

SECOND PHASE DATA

5.4 Guidance and Counseling

5.4.1 Meaning of Guidance and Counseling

Counseling is a unique relationship in which the counselor's job is to hold up a mirror for the client to see himself or herself in. We all have experiences in which we can't see things about ourselves without a mirror.

Counseling is used to explore mental and emotion difficulties and work through issues such as abuse, mental health difficulties and depression, as well as more 'day –to-day' problem such as frustration or anger.

5.4.2 The role of a Guidance and Counseling as given by Teachers

Teachers were asked as whether guidance and counseling have a role to play to creating a better learning environment.

Table 4: Showing Teacher's responses on guidance and counseling topics covered

Covered topics	Frequency	Percentage
Academic excellence	8	17%
Increased concentration	8	17%
Revision skills	8	17%
Subject combinations	6	13%
Subject selection	5	10%
Passing tips	5	10%

Source: Primary Data 2017

From the table above, teachers were asked to enumerate the number of topics they had so far covered during guidance and counseling sessions as presented above. Importantly, majority of the teachers representing 17% maintained that they teach pupils on revision skill which are prerequisites for passing exams and academic excellence. In the same table it was relieved by majority of the teachers that they had taught pupils on how to excel academically as up to 17% pointed out while 17% of the respondents showed that they had taught revision skills to pupils

Table 5: Showing Role of Guidance and Counseling Teachers

Role off a guidance and counseling teachers	Frequency	Percentage
Improved discipline	8	17%
Increased concentration	8	17%
Positive attitude to study	8	17%
Led to competition in class	6	13%
A source of motivation to study	5	10%
A conducive school environment	5	10%

Source: Primary Data 2017

The table 5 above showed that 17% of teachers argued that guidance and counseling improves discipline in school. Another 17% revealed that guidance and counseling had led to increased concentration in the class.

Another 17% mentioned that guidance and counseling has led to positive attitude to study and general conduct.

Guidance and counseling have further led to competition in class which is motivation for learning as 13% revealed.

It was established that guidance and counseling have acted as sources of motivation to study as well as providing conducive school environment as 10% the teachers mentioned.

The study went on to establish how guidance and counseling have improved on pupils behaviours as presented below:

Table 6: Showing how Guidance and Counseling has improved children behaviors

Contribution of counseling	Frequency	Percentage
Pupils are disciplined	7	100%
Improved attendance rates	7	100%
Punctuality	6	85%
God fearing	5	71%
Class control	5	71%

Source: Primary Data 2017

From seven teachers that answered the question, it was established that due to guidance and counseling pupils are disciplined more than ever before in the same there have been improved attendance rates for pupils.

Still due to guidance and counseling g pupil have contained to become punctual as up to 85% of the teachers mentioned in the study.

With guidance and counseling pupils have become god fearing and there is better classroom control as 71% of the t6eachers revealed in both cases.

The study revealed the guidance and counseling has enabled pupils ‘improvement in discipline which positively affects pupils; performance. The researcher asserts that this is because pupils are made to appreciate that guidance and counseling helps one shape the academic future as discipline is prerequisite to effective teaching and learning. This is in agreement with Hieberth (1993) who argues that guidance and counseling will provide pupils with skills, attitudes and knowledge useful for survival and progress. The researcher agrees that in primary schools with

guidance and counseling improvement in performance is consistent with the offering of guidance and counseling.

The study also showed that guidance and counseling helps pupils realize the concentration on their studies. the researcher assert that guidance and counseling has helped pupils improve on their academic performance because this routine of making pupils concentrate on their studies has gone a long way to positively affect attitude that has positively affected their academic performance . Due to guidance and counseling, pupils have come to realize that examination s are passable , and hence concentrate more thereby shaping pupils' attitude for the betters.

This is in line with Hierbert (1993) who says that counseling and guidance and counseling and job placement , as well as follow –ups with pupils after graduation is possible when they are properly guided while still at school . Hence guidance and counseling is away to determine pupil's academic performance, which has indeed contributed to the success of the education system as is in the US.

Head teachers however, as provided for in the interview guide were asked ways how to overcome this problem and their various responses ranges from financial contribution to administrative intervention to bringing trained counselors or even training and supervising guidance and teachers .this is in line with Makinde (1984) as he goes on the give some useful points that are helpful to teachers in determining the kind of guidance and counseling to use.

He considers the back ground of materials , sources of information to be portrayed , the lay out , and the psychological context in which the selected items can best be learnt and emphasis is put on the fact that teachers ought to improvise so as to ensure effective teaching and learning having given guidance and counseling to learners.

A ware that Lubaale Primary School was characterized by fighting theft , abusing others, absenteeism , late coming it is by guidance and counseling that pupil; s have realized that indiscipline does not pay

To date, after a series of guidance and counseling pupils are found of being disciplined, there have been improved attendance rates, punctuality for all school programmes, they have become God fearing and there is better class control.

Teachers mentioned just like head teachers that respective schools should take it upon themselves to secure and make use of guidance and counseling to shape the attitudes of pupils towards studies this is because it has been discovered by this research that schools have counseling and guidance and counseling actually perform better than those without generally in academics children are much more discipline than their counterparts elsewhere. Hence schools without guidance and counseling ought to start it immediately and those already with the practice ought to improve it for better results by using the most appropriate methods.

Guidance and counseling teachers have a cardinal duty of trying as much as possible to remove all the barriers that hinders pupils' accessibility guidance and counseling. Similarly, guidance and counseling sessions should be blended with diverse materials so as to make it more attracting and attention –grabbing for better discipline results.

CHAPTER SIX

CONCLUSIONS, REFLECTION AND ACTION PLAN

6.0 Introduction

Having seen how the administration of punishments mainly corporal punishments has not improved on behavior of pupils neither has it created a conducive learning environment for pupils, the researcher as an innovation arrived at the conclusion that guidance and counseling can improve the behavior of pupils in Lubaale Primary School.

This chapter presents the conclusion; reflections and action to plan implement the innovation for a friendly school environment.

6.1 Conclusions

It was revealed that Lubaale Primary School was characterized by fighting, theft, abusing others, absenteeism, late coming despite teacher's use of corporal punishments for a long time. With the introduction of guidance and counseling there has been reduction in the incidence of punishable behaviors. This can be squarely attributed to guidance and counseling lessons offered from time to time.

Due to guidance and counseling at Lubaale Primary School, Pupils are disciplined more than ever before and use of cane is irrelevant. Guidance and counseling have led to improved attendance rates, punctuality for all school activities, children have become God fearing and there is class room control. Guidance and counseling brings in some other alternatives that develop a child-teacher relationship at school thus creating effective teaching and learning.

6.2 Reflection

Whereas corporal punishment was used to take reprimand to wrestle children down to be caned, which was not only cruel but traumatizing experience for the affected, to date, guidance and counseling need no school time table neither use of force, pupils have realized that teachers are just parents who care and want them to be disciplined both at school and home.

6.3 Action Plan

Table 7: Showing steps and activities to be carried out in the next phase of the intervention.

STEP	ACTIVITY	DESCRIPTION	TIME FRAME
1	Routine counseling	-teachers in their respective classes do carry out guidance and counseling	1 st Oct, 15 th to 3 rd Oct 15
2	Counseling by sex	-teachers in their respective classes do carry out guidance and counseling based on sex	6 th to 8 th Oct 15
3	Counseling day	Teachers on general assembly carry out guidance and counseling	10 th October 15
4	Evaluation	Teachers in their respective classes do carry out evaluation about guidance and counseling given	13 th to 18 th Oct, 2015

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APPENDICES

APPENDIX 1 INTERVIEW GUIDE FOR TEACHERS

Introduction:

Name:

Sex:

Date:

My name is Mugarura Gaston Rwendeire, a third year student at Kampala International University pursuing a bachelor's degree in Education (primary).

I am here to request you to respond the questions that follow. Your responses will be confidentially kept and they will be used for academic purposes only.

1. What are the punishable behaviors showed by learners in this school?
2. In your own opinion, what do you think are corporal punishments?
3. What do you consider to be the effects of punishment to pupils' behaviour at school?
 - Positive aspects
 - Negative aspects
4. What do you suggest to be the alternatives to corporal punishment?

Thank you very much

APPENDIX 2: INTERVIEW GUIDE FOR PARENTS

Introduction:

Name:

Sex:

Date:

My name is Mugarura Gaston Rwendeire, a third year student at Kampala International University pursuing a bachelor's degree in Education (primary).

I am here to request you to respond to the questions that follow. Your responses will be confidentially kept and they will be used for academic purposes only.

1. What are the punishable behaviors showed by learners at this home?
2. In your own opinion, what do you think are corporal punishments?
3. What do you consider to be the effects of punishment to pupils' behaviour?
 - Positive aspects
 - Negative aspects
4. What do you suggest to be the alternatives to corporal punishment?

Thank you very much.

**APPENDIX 3: OBSERVATION GUIDE FOR STUDYING PUNISHABLE
BEHAVIOURS AND THEIR FREQUENCY AMONG THE PUPILS OF LUBAALE
PRIMARY SCHOOL.**

PUNISHABLE BEHAVIOR	MORNING	EVENING	TOTAL
Escaping from school	4	12	16
Fighting others	0	3	03
Abusing drugs	-	-	-
Writing love letters	-	-	-
Dodging lessons	3	9	12
Making noise in class	8	4	12
Destroying school property	3	2	05
Disrespecting teachers	-	2	02
Teasing fellow pupils	-	-	