

**THE EFFECT OF PHYSICAL PUNISHMENTS ON LEARNERS'
BEHAVIOUR IN SECONDARY SCHOOLS
A CASE STUDY OF BUNAMWAYA
PARISH, MAKINDYE SUB-COUNTY, WAKISO DISTRICT.**

**BY
KAYIZZI MOHAMMED
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DECLARATION


I Kayizzi Mohammed, do here by declare to the best of my knowledge the data contained in this study is of my original work and it has never been submitted to any other University for any academic award.

Students' signature 

Date: 7/10/2010

APPROVAL

This is to certify that this report has been carried out under my approval as the university and ready for submission.

Signature:  7th / 10 / 2010.

MS. EDITH GWOKYAALYA

(Supervisor)

DEDICATION

This piece of work is dedicated to my mothers Mrs. Nakahugo Aisha and Mrs Namuli Mariam whose support has enabled me to reach this academic level.

ACKNOWLEDGEMENT

I have to honor Mrs. Namuli Mariam and Nakabugo Aisha for the financial support that has made this research a reality and the endless support to my entire course of education. I'm particularly indebted to Mrs. Gwokyaalya Edith, my supervisor for her expertise guidance in this noble task and assistance she accorded to me from the start up to the end of the study.

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ABSTRACT

The study on the impact of physical punishments on learners' behavior in secondary schools. The study was limited to secondary schools of Bunamwaya parish, Makindye sub-county, Wakiso district where three schools were selected randomly and these are Marisons High school, Standard High school, and Aggrey Memorial School. The study involved four categories of subjects or respondents and these are; teachers, administrators, students and parents. The study covered a period of five months. The main tools used for data collection were questionnaires, interviews and documentary analysis. The data obtained was analysed and presented using tables, percentages as well as statements.

The study report was systematically organized from chapter one to five. Chapter one gives the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study. Chapter two presents a review of other peoples' research about the problem, chapter three gives the methodology used during data collection and analysis. It also highlights on the area of study, subjects, sampling design and study procedures.

The researcher later made the conclusions and recommendations after interpreting and analyzing data. The researcher concluded that physical punishments are still issues of concern that needs argument attention by all the stakeholders like teachers, parents and the education ministry. Some of the recommendations made were Guardians and counseling to students as well as teachers should be encouraged and given priority.

Good relations in the school should be encouraged in order to minimize the rate of crimes in schools, sensitizing the school stakeholders on the dangers of administering physical punishments, ministry of education coming up with clear ways or strategies of managing students' behaviors in secondary schools, among others.

CHAPTER ONE

INTRODUCTION

This chapter presents the back ground of the study, statement of the research problem, research questions, scope of the study, purpose of the study and objectives of the study.

1.1 BACKGROUND OF THE STUDY

Physical punishments have been used since time in memorial in secondary schools worldwide in general and in Uganda in particular.

In Uganda, secondary education level is a level which accepts pupils after completing primary level and prepares them to fit tertiary institutions of learning and universities. Learner age at this level ranges from 13 to 18 years or slightly above that.

Physical punishments were and are still administered in secondary schools due to a number of reasons below, according to the Bible, {proverbs 13:24, 13-14), spare the rode and spoil the child This Bible scripture recommends the use of physical punishments such as caning in order to discipline the child.

According to James. S.C {1997) physical punishment is a language understood by the unruly students.

In addition to the above, physical punishments build character and moral development and that they are relative compared to sustained psychological embarrassment. Thus James summarizes that physical punishments enable learners' to respect the elders, and that can administered swiftly and resume learning activities despite the fact that it should be used as a last resort when other alternatives of disciplining the child have failed However, majority of the secondary schools worldwide and in Uganda are against the administration of physical punishments basing on the following arguments; Sparing the rode does not mean spoiling the child if other more effective means of handling misbehaviors are used.

Physical punishments involve bi-products like cheating on the side of the child in order to avoid the consequences of the punishment.

Basing on basic principles, physical punishments are humiliating in nature to both students and teachers.

Physical punishments that are administered in Uganda include the following; Caning and slapping , punching and knocking , twisting limbs in painful positions, kicking and exposure to direct sunshine, long hours of digging to mention but a few.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were

1. To find out various forms of physical punishments administered in secondary schools.
2. To identify the advantages and disadvantages of physical punishments.
3. To find out the impact of physical punishments on learners' behaviour in secondary schools.
4. To establish whether the government has set rules regulating the application of physical punishments.

1.5 RESEARCH QUESTION.

The study aimed at answering the following questions;

1. What are the various forms of physical punishments in secondary schools of Uganda?
2. What are the advantages and disadvantages of physical punishments?
3. What is the effect of physical punishments?
4. Has the government intervened in setting rules guarding the administration of physical punishments?

1.6 SCOPE OF THE STUDY

The study concentrated on assessing the impact of physical punishments on learners' behaviour in secondary schools. Particularly, the study was limited to secondary schools of Bunamwaya parish, Makindye sub-county, Wakiso district where three schools were selected randomly and these are Marisons High school, Standard High school, and Aggrey Memorial School. The study involved four categories of subjects or respondents and these are; teachers, administrators, students and parents. The study covered a period of five months.

The researcher preferred the schools selected because some administer physical punishments and others do not, some have existed since the 1945 therefore they are knowledgeable about punishments and students' behaviour.

Categories of respondents were selected because they are the stakeholders in secondary schools and desire to observe good behaviour in schools and outside schools.

The study covered the period between 2000-2001.

1.7 SIGNIFICANCY OF THE STUDY.

The study helped the researcher to know various forms of punishments applied in secondary schools and why?

Research finding would help stakeholders in secondary education to effectively shape learners' behaviour by implementing recommendations that were advanced by the researcher.

The findings would enhance the base of teaching materials used in professional studies. The study findings would help all stakeholders {governments, parents, teachers and students} in secondary school education to acknowledge the effect of physical punishments on learner' behavior and moral development.

4. The study would help the government to put in place measures and policies of shaping learners' behavior in secondary schools by basing on researcher' recommendations and the impact of physical punishments of learner' behavior.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION.

This chapter entails the literature review of punishment and behavior as discussed by various scholars, forms of punishments and how and when administered it also contains the related literature which is arranged in line with the objectives of the study that is the impact of physical punishments, and other alternative punishments which can be used to correct misbehavior.

2.1 LITERATURE REVIEW.

Behaviour is a set of values, norms and principles that informs guides and governs man's conduct in his moral choices and decisions.

The daily activities and conduct of man is behaviour and therefore can be good or bad depending on the values, norms and principles that governs a given society. In establishing behaviour, there must be a body of authority, which modify and maintain the acceptable values and norms therefore, whoever diverts from the established and acceptable good behaviour becomes liable to punishment as a method of correcting what is viewed as behaviour.

Due to the above, it is mandatory to all organizations and institutions or societies to have set rules and regulations, which are used as a yardstick to measure and establish good behaviour.

In Uganda, school rules and regulations are set in order to observe good behaviour in the school. These standards are put in place by school authorities. The use of punishments in schools is adopted as a method of correcting and controlling the spread of bad behaviour. In Uganda, behaviour is concerned with how people distinguish right and bad conduct in relation to the established values, norms and principles or traditions so as to be able to decide on what is good to do and bad to be avoided.

According to Faothey 1981,

“Each individual has to apply ethical understanding and develop a human outlook which provides a way of viewing and being in the world of interpreting its meaning, of ranking it's finally responding to its pleasure”

From the above quotation, the research comments that, as different students meet in a school from different background and communities, some good values in relation to acceptable behaviour may be lost and therefore the school administers punishments to

preserve the relevant and vital value depending on the school rules and regulations. In addition to the above, John Robertson 1982 (effective class room control) says that behavior is of various kinds particularly three, which include;

- Behaviour or a value, which promotes interest of learners such as doing something good to their own life or safety.
- Behaviour promoting interests of the learners' such as encouraging them to work, cooperate and love others.
- Behaviors that promotes school interests or community by the learners'. For example putting on school uniform, respecting teachers and fellow learners.

From the researchers point of view, the above illustrates how learners should behave for the good of them selves, fellow students and the school in general. LW Docking 1980 in his book{control and discipline in school) states that behavior is un activity of confirming to rule and that punishment is meant inflict pain or other unpleasantness by a person with authority on some body who has committed breach of the set rules.

He further argues that, punishment is used as tool to preserve general order so that education activities can be carried out rather than probability that would benefit the culprit.

The researcher comment on the above is that, behavior is observed properly following set rules and any violation of the rules would call for punishment in order to restore the normal and desirable behaviour.

Charles 1985 says;

‘Misbehaviors is un observable action that is judged by other **individual** such as a teacher, administrator, Usually in an authority position, to be

Appropriate to a given **context, time or setting**”

The researcher reaction on the above is that good behaviour is always in **line** with **acceptable and established set of values, norms, principles, traditions, rules,** and any **deviation from them is termed bad behaviour or misbehaviour.** According to Gumisiriza 1989.

Students prefer to be free and to do what pleases them but school rules and regulations restrict them and as a result they regard the rules and regulation as a York around their necks”

The researcher draws a conclusion on the above that, good behaviour is based on the set and established rules and regulations, which shape child' character and morrows

However, the researcher also put focus on the causes of bad behaviour in secondary schools and the following is put forward.

EL Gumisiriza 1989, maintaining discipline in secondary schools in Uganda, presents the following causes of bad behaviour;

Students resent rules and regulations because they view them as degradation and an abuse of their rights and dignity that is why activities like slashing fetching water, learning class rooms are given to them. As a result, students resent them on ground that it is a breach of their liberty. In response the school authorities apply punishments to collect the bad behaviours.

Nature of the examination system influence student behavioral altitudes towards established authority in schools. Bad examination results which are common in secondary schools in Uganda today , usually creates worry and bitterness among school authorities and in this case, students put pressure on the teachers to fish the syllabus to allow enough time for revision . However, students do not use this time responsibly therefore the school apply its rules and once violated, punishment is used to restore the situation. In this time, students put on indecently, escape from school, come late, violate school uniform and dodge classes, which are regarded as misbehavior. Docking et al 1968.

“Adolescents cause **bad behavior** in school because it is characterized by romance, that it filled with conflict , turmoil, restlessness **and self searching thus revolt is intense took** challenge all established authorities .This makes it difficulty For students to abide by the set rules **and** regulations”

This Attempts to explain why students break rules and are punished so that they stick to the set value and rules of a given society.

Musgrave 1950 {control of discipline in secondary schools} page 137, recorded the opinions of the students on liberty in Uganda as;

- Freedom from rules
- Freedom from all activities, which keep their bodies busy.
- Freedom from fighting and quarreling.

- Freedom from enslavement and imprisonment

The researchers view on the above is that, students feel bitter about rules and regulations as they try to protest against them, indiscipline and bad behaviour prevails

J.W.Docking 1980 says, Punishment is prompt response to particular behavior which is unacceptable in schools.

P.S.Wilson 1971 says, Punishment is part of a child's education since it confirms for the child's existence formal order.

He further argues that punishment involves one's willingness and concern to see faults and suffer their corrections. Punishment is justified where child acts against principles which he or she acknowledges to be right.

From the above the researcher draws conclusion that punishment should be communicated to the offender and he or she actually acknowledges the offence in order to shape behavior.

Street 1976 say, the principle of punishment is derived from the fact that parents or guardians delegate their rights of punishment to the school so as to shape behavior, which is desirable.

The researcher view on the above is that punishment is recognized as an important tool in shaping behavior of the child by both the parent or guardians and the school. However, punishments are divided into physical and non-physical punishments and the focus of this study or review is on physical punishments.

In general, physical punishments are punishments, which inflict physical and direct pain on the person who has violated the established values, norms, traditions, rules and regulations.

In the context of the secondary schools, physical punishments take the following forms;

Slapping and knocking.

Caning and punching.

Twisting limbs in painful positions.

Digging and fetching water.

Kneeling and standing in hot sunshine.

The above forms of punishments are according to J.W. Docking 1980.

Various scholars as bellow discuss physical punishments:

National association of psychologists 1986, page 1 says;

Physical punishment is an intentional infliction of physical pain, restraint and discomfort upon a student as disciplinary technique.

J. S. Cangelosi 1979, class room management strategies say that:

Physical punishment is a form of contrived punishment in which physical pain or discomfort is intentionally inflicted upon an individual for the purpose of trying to get the person to be sorry if he or she displayed particular bad behavior.

The researchers' view in the above is that, physical punishment is aimed at inflicting direct physical pain on the culprit in order to adjust the behaviour to the most desirable code of conduct.

Kaplan 1986, child and adolescent development page 370-373 says that; "Punishment is a process by which an undesirable behaviour is followed by a negative consequence. Its purpose is to decrease or completely eliminate behaviour in particular circumstances."

The researcher draws a conclusion that, most behavior is good in one instance but not in another therefore punishment may teach a child what to do in a particular circumstance. Punishments are administered after undesirable behavior in relation to well-established rules and regulations, values and norms. In this case therefore, learners should be well conversant with the school rules and regulations so that in case of any violation, they are liable and ready to face the consequences.

2.2 REVIEW OF RELATED LITERATURE.

2.2.1 ARGUMENTS FOR PHYSICAL PUNISHMENTS.

A survey conducted in the 1950s on over 700 secondary school teachers indicated that 89% of teachers were against total abolition of punishments in schools. A similar survey was conducted by the Inner London Education Authority 1978 reported that in one school, boys received a cane on 458 occasions during the school year (1976-1977) while in another school; girls had received corporal punishments on 204 occasions. Gleunmyers Blair et al 1975, educational psychology page 189 says;

Physical punishment is a language understood by students especially the unruly.

Punishments teach the child to respect the elders and authority.

Punishments block the undesirable behavior and responses in class.

Punishments force a student to do something he or she was not ready and willing to do.

Punishments make students pay attention to class work.

Punishments motivate students to learn assigned materials. Punishments set an example to the potential offenders.

However, Gleunmyers observes undesirable aspects of punishments and these are: Resentment and hostility towards the punisher.

Increased emotionality, often so severe that any learning during the phase of punishment is impossible.

Learning to avoid punishment other than intrinsic value of the material to be learnt.

Fatigue to tension created by anxiety.

Disintegration of the behavior situation.

From the above, the researcher comments that punishment should be considered in terms of total learning and behaviour situation.

Durojaiye 1983 states that;

“Punishment has been used by adults in African child social rearing patterns, in the moral training of African child. Social functions always involve punishment, violation of any of the rules of the society. This is a negative re-enforcer in hope that unpleasant experience of the punishment will prevent reoccurrences of the behaviour which punishment is given”

From the above quotation, the researcher draws a conclusion that children passively accept punishment quietly as a justifiable consequence of violating the moral code of conduct.

2.2.2 ARGUMENTS AGAINST PHYSICAL PUNISHMENTS.

According to national association of the school psychologists. 1986, the following quotations are presented, “empirically corporal punishment has not been found to reduce discipline problem, it does not facilitate positive learning environment, it may encourage additional violence. it does not teach appropriate, adaptive behaviour and discipline. it has been used in equitable and discriminatory ways. Its availability in schools appears to discourage staff to learn and to use other more positive and effective discipline techniques (Hyman, McDowell 1977).

They continue to argue that, despite of the above corporal punishment continues to be used in schools and wonder whether this reflects lack of enough training, knowledge and skills of those who must discipline school aged children or the reality of our violent society. Such punishment has no moral or ethical rationale and should be legislated out of existence.

Dewey 1970, observes that,

There are times when punishment instead of the bad behaviour, stamps in it and makes it worse. This is particularly the case with children who are punished for nervous habits like

bed-wetting. Nervous habits of this nature are due to anxiety and the more anxious a child because the longer he or she is likely to continue with the habit.

Castle 1956 says;

Physical punishments stimulate a child to work for a short time but not for a long period, it tends to stop the bad behaviour for a moment but not permanently. Dollard et al 1972 (personality and development, says;

Habits that have been disrupted by punishment are much less subject to recovery than habits that have been disrupted by extinction. He also argues that under certain conditions, punishment can not teach children anything that will help along development. Wiseman 1964 says;

Corporal punishment encourages bad behaviour and juvenile delinquency. It provokes behaviour among the students when resolving their relationships with others.

2.2.3 EFFECT OF PHYSICAL PUNISHMENT ON LEARNERS' BEHAVIOUR.

Henry Clalinddren 1976, Education psychology in the classroom page 62-63., says; 'It is not only punishment that can stop bad behaviour in children' The researcher draws a conclusion from the above that, punishment can be used as a last resort after other alternative and measures have failed. Therefore punishment can only suppress bad behaviour if the punishment is natural. For example when a child who is burned learn to avoid a hot stove.

Margaret Grant 1965, school methods with young children, page 20-37-39 says; "The aim of punishment is to correct the child and educate him or her to do better" Red J 1976, when we deal with children, page 36 1-362 says;

"Most people, parents, teachers alike do not know what punishment is. It is defined as painful attempt by the adult to influence either behaviour or long- range development of a child or a group of children for its own benefit by experience. What counts most in punishments is not what we do to the kid but the kid does with the experience to which we have exposed him that is does the kid learn from the punishment or not"

The researcher thaws a conclusion on the above quotation that, children do what is required to put them out of the trouble with the teacher. For example not to spoil school property since this may result into punishment.

New vision Saturday, September 1st, 2007 (children`s articles) Nelson Mandela Muhoozi of st. Kizito primary school-Bugolobi says in a poem that;

**“Teacher! Teacher! Teacher!
For you do not spare the rod to spoil me.
You have helped me to be a good child.
For you corrected me where I went wrong.
Teacher, you are so helpful.”**

The researcher’s view on the above is that, children also recognize punishment as aiming at correcting their mistakes so that they do not get spoiled.

According to the European convention of human rights 1979, article 3 says that, Corporal punishments are prohibited since they inflict torture, inhuman or degrading treatment to child, which is a violation of human rights. Therefore basing on ethical, education and psychological factors, punishment should be administered by the school authority to a child under its care and control but put in mind the prevailing social climate to constitute reasonable behaviour.

This is for example, in Uganda the government prohibits corporal punishments although the law does not specify the extent of physical punishment to be applied to the child and this explains why they are still administered in secondary schools of Uganda.

CHAPTER THREE

METHODOLOGY.

INTRODUCTION.

This chapter portrays research design, target population, sampling design, data collection techniques, data quality control, data collection procedures, data analysis, expected limitation and possible solutions to the expected problem.

3.1 RESEARCH DESIGN

The study was guided by a cross-sectional survey research design. This enabled the researcher to analyze every detail of the variable under consideration. According to Amin (2005), this research design helps the researcher to gather data from a sample of a population at a particular time.

3.2 POPULATION OF STUDY.

The population of study involved stakeholders of the selected schools that is *administrators*, teachers, students and parents. The population was selected specifically because it included all stakeholders of secondary school education. The study applies to the period of 2010.

3.3 SAMPLING SIZE AND SAMPLING PROCEDURE.

A sample size of 174 respondents were used. This enabled the researcher to make a choice on the sampling size and sampling techniques to be when selecting respondents.

3.3.1 SAMPLING SIZE.

The researcher selected a sample of 174 out of 320 respondents from the schools selected.

3.3.2 SAMPLING PROCEDURE.

The researcher used random sampling procedures when choosing respondents and this is presented in the table below;

School	Administrators	Teachers	Students	Parents
Malisons High school	2	10	30	16
Standard High school	2	10	30	16

Source: Primary data

3.4 DATA COLLECTION TECHNIQUES

Research was conducted basing on two types of data sources namely;
1. primary source, which included stakeholders of the selected schools
2. Secondary source, which involved the use of written documents and media.
The following instruments were used during data collection procedures;

1. QUESTIONNAIRES.

This is a form, which contain systematically and logically arranged questions for information gathering. Under this instrument, the researcher will prepare a list of logically and systematically arranged questions which will be forwarded to respondents to be completed during their convenient time and then the researcher will collect them after completion.

In order for this method to method to be successful, the researcher prepared a polite letter explaining the need and usefulness of the research problem and also gave assurance to the respondents that information collected from them would be kept confidential.

2 INTERVIEWS

This is a method of data collection where the researcher verbally interacts with the respondent(s) and asks relevant questions to the research problem and any important response is recorded by the researcher.

Specifically, the researcher applied face to face interview and an interview guide was used during the interaction between the researcher and the respondent(s). Interviews were mainly conducted to the school administrators and teacher.

3. DOCUMENT ANALYSIS.

This is a method where the research visits libraries and any relevant written or recoded material to the research problem. In case, the researcher deeply analyzed school rules and regulations of the selected schools, records of students offences and their respective punishments.

3.5 DATA QUALITY CONTROL.

This enabled the researcher to measure variables, ensure validity and reliability of data and pretest the data instruments.

The research variables are as follows;

Independent variables-physical punishments.

Dependent variables-Leamei3s behaviour.

Extraneous variable-family background, level of interactions, counseling and guidance.

3.5.1. VALIDITY AND RELIABLE OF INSTRUMENTS.

To ensure validity and reliability of instruments, the following instruments were applied accurately and appropriately;

Questionnaires,
Interviews.
Document analysis.

3.6 DATA COLLECTION PROCEDURES.

The researcher obtained an introductory letter from faculty dean which was presented to the relevant persons and the schools for permission. After the grant of permission, the researcher then began the study as planned.

3.7 DATA ANALYSIS.

The collected data was edited, checked for accuracy, consistency, and completeness and then analyzed and presented using tables, averages, percentages and statements. The responses and findings were analyzed and interpreted alongside the research questions and objectives. This formed a basis of, 'the impact of physical punishments on learners' behaviour in secondary school

CHAPTER FOUR

PRESETATION AND INTERPRETATION OF THE FINDINGS

INTRODUCTION.

This chapter presets the findings and interpretations related to the analysis of the data in the process of examining the effects of physical punishments on learners' behaviors in secondary schools.

The findings are intended to provide answered to the research questions and objectives that were formulated.

4.0 AREA AND PEOPLE INVOLVED IN THE IN THE STUDY.

The area studied and subjects investigated are presented in the table bellow;

Table 1: schools and numbers of sampled during the study.

Name of the school	Respondents				
	Administrators	Teachers	Students	Parents	Total
Morison's High school	2	10	30	16	58
Aggrey memorial	2	10	30	16	58
Standard I High school	2	10	30	16	58

Source: primary data

The table above reveals that 2 administrators, 10 teachers, 30 students and 16 parents from each school participated in the study making a total of 58 respondents for each school and this completed the sample size of 174 respondents.

4.1 FINDINGS.

The research concentrated on a number of people in various age brackets which includes students , teachers , administrators and parents or guardians the age of respondents is presented in the table bellow,

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Table 2 Respondents' age

Age bracket	Frequency	Percentage
14-20	90	51.7
21-35	60	34.5
36 and above	24	13.8
Total	174	100

Source: primary data.

From the table above, it is evident that the largest number of respondents falls in the age bracket of 14-20 with a percentage of 51.7, followed by those in the age bracket of 21-35 with 34.5% while those in age bracket of 36 and above were few with 13.8%.

Respondents were both male and female as presented in the table bellow,
 Table 3 Respondent sex or gender

Respondents' gender	Frequency	Percentage
Male	90	51.7
Female	84	48.3
Total	174	100

Source: primary data

From the above table, 51.7% of the respondents were male while 48.3% were female therefore male respondents were the majority.

Responses to the above questions is presented as below,
 Table 4: Whether schools administer physical punishments

Table 4. Do schools administer physical punishments? LQ cc ct-x		
Response	Frequency	Percentage
Yes	130	51.7
No	44	48.3
Total	174	100

Source: primary data.

From table 4, 74.7% of respondents agreed that majority of the schools administers physical punishments and 25.3% disagreed. This implies that physical punishments are in existence in secondary schools.

Question 2: What forms of physical punishments do schools administrators? Answers to the above question are shown in the table below.

Table 5. Forms of physical punishments administered in secondary schools.

Response	Frequency	Percentage
Caning and slapping	70	53.8
Holding heavy objects While kneeling.	40	30.7
Kicking and knocking	10	7.7
Exposure to sunshine	2	1.5
Boxing and punching	2	1.5
Twisting limbs and hands	1	1.0
others	5	3.8
Total	130	100

Source: primary data.

The above table reveals that caning and slapping are to be most common forms administered represented by 53.8%, followed by holding heavy objections while kneeling with 30.7% kicking and knocking with 7.7%, others with 3.8% while the least administered forms of physical punishments are exposure to sunshine, boxing and twisting of limbs and hands with 1.5%, 1.5% and 1.0% respectively, teasing, tidiness, dodging school programme with 1.5% respectively and other offences like exams, coupling abusing fellow students is represented by 1%.

Table 6: offences against which physical punishment are applicable

Response	Frequency	Percentage
Despising school Authority	30	23
Failure to do class work	30	23
Fighting	20	15.4
Escaping	13	10
Shouting at school	10	7.7
Late coming	10	7.7
Dodging lessons	10	7.7
Teasing other students	2	1.5
Tidiness	2	1.5
Dodging school programme	2	1.5
Others	1	1
Total	130	100

Source: primary data

The table above reveal that 23% of the respondents believe that despising school authority and failure to do class work respectively are the most common offences where physical punishments are applicable in school, followed by fighting with 15.4%, escaping with 10%, shouting at school, dodging at lessons, late coming with 7.7% respectively, 26.

Question 4. Does students' behavior change after administering physical punishments?
Responses are presented in the table below,

Table 7: Do students' behavior change after administering physical punishments?

Response	Frequency	Percentage
Yes	100	76.9
No	30	23.1
Total	130	100

Source primary data.

The responses revealed that 76.9% of respondents agreed that students' behaviours change after administering physical punishments while 23.15 disagreed.

Question 5. How does students' behavior change? The following responses relates to the above question.

Table 8: How does students' behavior change?

Response	Frequency	Percentage
Positively	70	70
Negatively	30	30

Source: primary data.

The above table shows that out of 100 respondents who agree that students' behavior change after administering physical punishments 70% of the respondents believe that students' behavior change positively while 30% believe that students' behavior change negatively.

Question 6. What other alternative forms of punishments that can shape students' behavior in secondary school?

Responses to the above question are tabulated as below,

Table 9. Alternative forms of punishments to physical punishments.

Response	Frequency	Percentage
Cleaning school property	80	46
Humiliative punishments	40	23
Suspension	20	11.5
None	20	11.5
Expulsion	14	8
Total	174	100

Source: primary data.

From the table above, 51.7% of the respondents believes that physical punishments have positive effects on students' behaviours while 48.3% believes that physical punishments have negative effects on students' behavior 29.

Question 9. What is effect of physical punishments on the student's behavior? Responses to the above question are summarized in the table below,

Table 12: Effect of physical punishments on students' behavior in secondary schools.

Responses	Frequency	Percentage
Positive effects		
Prepares responsible persons	30	17.3
Instills discipline	20	11.5
Motivates students	20	11.5
Students learn to respect elders and authority	10	5.7
Helps students to observe rules and regulations	10	5.7
Total positive effects	90	51.7
Negative effects		
Worsens bad behaviours	30	17.3
Students become unruly	30	17.3
Creates hatred to the school	10	5.7
Promotes cheating	9	5.2
Creates unnecessary fear	5	2.8
Total negative effects	84	48.3
Total	174	100

Source: primary data.

From the table above, 51.7% of the respondents believe that physical punishments have positive effects on students' behavior while 48.3% believes that physical punishments have negative effects on students' behavior.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

This chapter portrays discussion of the finding, summary, conclusion and recommendations advanced by the researcher.

5.1 DISCUSSION OF THE DATA.

When data was collected and analyzed, it was found out that majority, of secondary schools administers physical punishments. This evidence was revealed by 74.% of the respondents. {Refer to table 4 in chapter four}.

Here it was observed that many secondary schools administers physical punishments because they help in changing learners' behaviors positively just as James .s. Cangelosi, in his book classroom management strategies, 1997 puts it that "physical punishments built character and moral developments on the child and enable him or her to respect elders".

From the collected data, it was revealed that various forms of physical punishments are applied in different secondary schools and these are:

Caning and slapping

> Kicking and knocking

> Kneeling while holding heavy objects

Exposure to direct sunshine.

Twisting of limbs and hands in painful positions

> Digging and slashing

It was further revealed that the above form of punishments are administered because they are swift and inflict direct pain to the offenders, which results into immediate change in behavior.

The above argument is supported by Henry Clafindren, 1997, educational psychology in classroom who says. "The aim of physical punishments is to correct the child and educate him or her to do better"

Margaret Grant,1 965 {school methods with young children) says that it is only physical punishments that can stop bad behaviour in children.

From the data collected, it was indicated that caning and slapping are the most administered physical punishments in secondary schools with 53.8% of the respondents sampled. Kicking followed them and knocking presented by 30.7% and others follows. The least administered punishments in secondary schools are exposure to direct sunshine, twisting limbs in painful positions and boxing presented by 1.5% respectively. {refer to table 5 in chapter four}

It should be noted that, responses from students' questionnaires indicate that students them selves prefer caning, slapping and slashing.

All categories of participants involved in the study supported the use of physical punishments and this is also supported by the New vision, children's articles of September 1- 2007 , where Mandela Muhoozi praises his teacher for shaping him normally through physical punishments.

Respondents further revealed that physical punishments are administered on different offences and situations such as the following,

Despising teachers and other school authority.

Late coming

Cheating exams

Coupling while at school

Fighting while at school

Escaping and dodging school activities.

Abusing fellow students and shouting at school campus.

From the data collected, respondents believe that physical punishments are associated with merits and demerits. They presented the following merits,

Instills morals and disciplines in the learners.

Students learn to respect elders and school authority.

Set an example to the offenders.

Forces a child to do some thing he or she was not wiling to do.

Motivates the learner to do the signed task and pay attention to class work.

Congelosi, 1997 supports the above augments by adding that,

A physical punishment assists in moral development of the child.

They are relative compared to the sustained psychological punishments and embracement.

> Helps students to built students.

They serve as the last resort when all other forms of punishments have failed to bring about change.

However, respondents also presented the following demerits associated with physical punishments.

> Creates hatred towards the punisher.

Creates fear and tension among students.

> Worsens the bad behavior.

Students become unruly especially regular offenders.

The above argument are supported by some scholars like,

Wiseman. 1964 says and a physicai punishment encourages and provokes aggressive behavior among students especially when solving their misunderstandings.

Dillard et al, 1972 , personality and development says that physical punishments under certain conditions can not teach children any thing that can help along their development.

Respondents revealed government's view regarding the application of physical punishments in secondary schools in two perspectives that is supporting and discouraging perspective.

Discouraging view was presented by 74.7% of the respondents participated in the study, implying that to a large extent government is against the application of such punishments in secondary schools.

The supporting view was presented by 2.3% of the respondents implying that they do not consider governments' position as negative towards the practice in schools.

This is due to lack of clear policies, rules and regulations set by the government widely distributed and interpreted in schools.

However, the non-response rate on this mailer was presented by 23% of the respondents. Implied that respondents are not aware whether there are rules, regulations that regulate or limit this practice in secondary schools.

Respondents revealed the effect of physical punishments on learners' behaviors in secondary schools where according to table 12 in chapter four, 51.7% of the respondents believe that physical punishments positively shape learners' behavior in secondary schools therefore are good to be used as a tool in shaping behaviors of students.

The results above are supported by Durojaiye, 1983 who says that physical punishments have been used by adults in African child rearing patterns, in moral training of African children.

However, 48.3% of the respondents believe that such punishments negatively shape learners' behaviour, in fact by worsening the bad behaviour and provoking the aggressive character among children.

The following is the summary of the findings of the research study,

> It was found out that a total number of 174 respondents fully participated in the study. The number of questionnaires issued to all subjects in the sample were completed and returned; structured interviews were conducted successfully as planned. This indicated good and positive cooperation between the researcher and respondents.

- > Physical punishments are still administered in secondary schools especially to strong offences.
- It was found out that physical punishments are associated with more merits than demerits.
- > Government's position on the administration of physical punishments was revealed as discouraging and therefore negative.
- > Physical punishments are believed to shape student's behaviour positively.

5.3 CONCLUSION.

From the data collected, presented, analyzed, interpreted and discussed about the effect of physical punishments on learners' behaviour in secondary schools, the research here concludes that.

The administration of physical punishments in secondary schools is still on large scale and this is even supported by some parents and guardians, school officials and students. This is done in the spirit of stopping bad behaviours among learners and practices that violates the established code of conduct and ethical values in secondary schools. However, the government is discouraging the application of such punishments in secondary schools. This is in conflict with some stakeholders of the schools who still support the administration of physical punishments.

5.4 REMMENDATIONS.

in respect to effect of physical punishments on learners' behaviour in secondary schools of Bunamwaya parish, Makindye sub-county, Wakiso district and to what has been concluded, the researcher presented the following recommendations.

- > Physical punishments should be used sparingly and as a last resort since they bear adverse effects on the way students behave.

School rules and regulations should be made clear and communicated to students as well as parents and guardians. There is a need to involve students and parents or guardians in the process of making school rules and regulations.

- Guardians and counseling to students as well as teachers should be encouraged and given priority.
Good relations in the school should be encouraged in order to minimize the rate of crimes in schools.
- The government should thoroughly sensitize school stakeholders on the dangers of administering physical punishments.
- Ministry of education should come up with clear ways or strategies of managing students' behaviours in secondary schools.
- Ministry of education should frequently organize seminars and workshops and involve school stakeholders concerning moral development of students in secondary schools.
Cooperation between the government and the stakeholders should be enhanced.

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QUESTIONNAIRE TO TEACHERS.

I'm Kayizi Muhammad a student of Kampala International University carrying out research on the effect of physical punishments on learners' behaviour in secondary schools of Bunamwaya parish.

This research is for academic purposes. I kindly request you to provide me with necessary information you provide is highly confidential.

INSTRUCTIONS PLEASE TICK WHERE APPLICABLE.

PART A. (BIO-DATA)

1. Gender: Male ☐ Female ☐
2. Age 20-25 ☐ 26-30 ☐ 31-45 ☐ 46+(plus) ☐
3. Educational level
Bachelor's degree
Diploma
Any other, specify.....
4. For how long have you taught?.....
5. What position do you hold at school?
6. What total number of students do you handle?.....

PART B. (NON BIO-DATA) Answer research questions.

7. For how long have you taught?.....
8. What position do you hold at school?.....
9. What total number of students do you handle?.....
10. Do you administer physical punishments in your school? Yes ☐ No ☐
11. If yes, what kind of physical punishments do you apply?
Caning and slapping ☐
Punching and knocking ☐
Twisting limbs in painful positions ☐
Kicking and exposure to direct sunshine. ☐
Any other, specify.....
12. What kind of offence do you normally apply physical punishments?
Despising teachers
Failure to do class work
Fighting and escaping smocking and taking alcohol or wine
Any other, specify.....
13. Do students' behaviour change administering physical punishment?
14. If yes, do they change positively or negatively and how?.....

.....
.....
.....
15. What are the advantages of administering physical punishments in secondary schools?.....

16. What are the disadvantages of administering physical punishments in secondary schools?.....
.....

17. What other alternative punishments do you administer and how are they effective compared to physical punishments?.....
.....

18. Has the government set rules and policies that govern the application of physical punishments in secondary schools? Yes ☐ No ☐

19. If yes, do these rules and policies promote learners' behaviour and how?
.....
.....
.....

THANK YOU VERY MUCH FOR YOUR POSITIVE COOPERATION.

QUESTIONNAIRE TO PARENTS OR GUARDIANS.

I'm Kayizi Muhammad a student of Kampala International University carrying out research on the effect of physical punishments on learners' behaviour in secondary schools of Bunamwaya parish.

This research is for academic purpose. I kindly request you to provide me with necessary information you provide is highly confidential.

INSTRUCTIONS PLEASE TICK WHERE APPLICABLE.

Gender: Male ☐ Female ☐

What school do your child attend?.....
.....

1. What forms of physical punishments are applied to your child (ren) while at school?

Caning and sloping.

Punching and knocking

Twisting limbs in painful positions

Kicking and exposure to direct sunshine.

Any other,

specify.....

2. Do you support physical punishments to be administered at school?

Yes ☐ No ☐

3. If yes, what are the advantages of administering physical punishments in secondary schools?.....
.....
.....

4. What are the disadvantages of administering physical punishments in secondary schools?.....
.....
.....

5. What other alternative punishments do you believe can shape
Learners' behaviour and
how.....
.....
.....

6. Has the government set rules and policies that governs the application of physical punishments in secondary schools? Yes ☐ No ☐

7. If yes, these rules and policies promotes learners' behaviour and how?
.....
.....

THANK YOU VERY MUCH FOR YOUR POSITIVE COOPERATION

QUESTIONNAIRE TO STUDENTS.

Dear students,

I'm kayizi Muhammad a student of Kampala international university carrying out research on the effect of physical punishments on learners' behaviour in secondary schools of Bunamwaya parish.

This research is for academic purposes. I kindly request you to provide me with necessary information. The information you provide is highly confidential.

INSTRUCTIONS PLEASE TICK WHERE APPLICABLE.

PART A. (BIO-DATA

1. Name.....sex.....
Ageclass.....

PART B. (NON BIO-DATA) Tick where applicable.

2. Does your school administer physical punishments? Yes ☐ No ☐
3. If yes, what kind of physical punishments applied?
- | | |
|---|--------------------------|
| Caning and slapping | <input type="checkbox"/> |
| Punching and knocking | <input type="checkbox"/> |
| Twisting limbs in painful positions | <input type="checkbox"/> |
| Kicking and exposure to direct sunshine | <input type="checkbox"/> |
| Any other, specify..... | |
4. What kind of offences does the school normally apply physical punishments?
- | | |
|------------------------------------|--------------------------|
| Despising teachers | <input type="checkbox"/> |
| Failure to do class work | <input type="checkbox"/> |
| Fighting and escaping | <input type="checkbox"/> |
| Smoking and taking alcohol or wine | <input type="checkbox"/> |
| Any other, specify..... | |
5. Do students' behaviour change after administering physical punishments?
Yes ☐ No ☐
6. If yes, do they change positive or negatively and how?.....
.....
.....
7. What are the advantages of administering physical punishments in secondary school?.....
.....
.....

8. What are the disadvantages of administering physical punishments in secondary schools?.....

9. What is the position of the government on the administration of physical punishments in secondary schools?.....

10. Do you think the government position can effectively shape learners' behaviour in secondary schools and how.....

THANK YOU VERY MUCH FOR YOUR POSITIVE COOPERATION.

INTERVIEW GUIDE TO THE ADMINISTRATORS.

- 1 What is your name?
- 2 What position do you hold in this school?
- 3 What total number of students do you have or handle?
- 4 Do you administer physical punishments in your school?
- 5 Do students' behaviour change after administering physical punishments?
- 6 How do students' behaviour change?
- 7 What are the merits and demerits of administering physical punishments?
- 8 What other alternative punishments do you apply to shape learners' behaviour?
- 9 What is the position of government towards the application of physical punishments in secondary schools?