

**IMPLEMENTATION OF CHILDREN'S RIGHTS AND DISCIPLINE AT  
SCHOOL ON THE ACADEMIC PERFORMANCE  
A CASE STUDY OF KAWEMPE DIVISION,  
KAMPALA DISTRICT**

**BY**

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## APPROVAL

This report is resulting from the researcher's efforts on **implementation of children's rights and discipline at school** was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of a bachelor's degree in education of Kampala International University.

Signature  .....

Date 16/10/2009

**Mrs. TALIGOOOLA DEBORAH NABUSETA**

## **DEDICATION**

I dedicate this piece of work to Shalom, Precious, Joy and Mercy for the frequent endurance you incurred due to my absence during holidays. Accept it whole heartedly.

## **ACKNOWLEDGMENT**

Special thanks go to Josephine who nurtured and funded the family during my absence, Lydia Kebirungi who supported me emotionally and physically during this project.

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**May the almighty God bless you all**

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## **ABSTRACT**

The study aimed at investigating the influence of children's rights on the discipline of children in school in Kawempe division Kampala district. The following objectives guided the study; to investigate the state of discipline in school after abolishing corporal punishment; to investigate how discipline has affected academic performance and to investigate the ways in which bad conduct can be controlled in order to promote learning. Findings indicate that it was established that all schools teachers expressed that they themselves had to be role models to the pupils they teach. Twenty one teachers suggested that parents have to be sensitized about how to guide their children's behavior. Thirty four teachers said that they together with the parents had to counsel learners who are badly behaved. Lastly sixteen teachers said reward of well behaved children could help solve the problem. From the analysis also it was evident teachers are equipped with better ways of ensuring good discipline. This can in turn lead to good performance in class. Teachers had designed means to manage discipline in their organizations. Recommendations were made like teachers suggested that parents and teachers put efforts together to guide and counsel children when they show bad behavior, other than spanking them.

Children's right must be made known to all stakeholders so that they are not violated. But at the same time, children have to be taught societal norms and values. They need to be taught to honest and to have self control in school and not of school.

The school rules should also spell out clearly, the penalties for the offence of such rules.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background to the study**

One of the major problems that have been hindering the academic progress of children in primary schools is misconception of children's rights. This academic performance is always associated with environment in which children live. The community in this case is being considered as an important factor.

The children Statute (1996) states that a child is entitled to live with parents or guardians and where the authority determines separation from parents or guardians, the best alternative should be for the child. Therefore, children have become a problem after knowing that there are policies or rules protecting them. In that case, they tend to under look their parents or guardians by refusing to fulfill their obligations at home. They end up transferring such behavior in schools knowing that even their parents or guardians will do nothing to them.

Every parent or guardian has to have parental responsibility for their children. Some parents do not neglect their children which affect them so much and they look up to the teachers to do it for them. The teacher in this case comes into help the child acquire what he/she is supposed to get from his parents/guardian. If the teacher neglects the child, the child will obviously not be able to study.

Parents should ensure that all children of primary school going age are given primary education which shall be compulsory in Uganda. Knowing that there is free education in Uganda, parents tend to send their children to school with no learning materials for example books, pencils and for that matter lunch is not

provided for these children. Due to lack of facilities for a good learning situation, such children resort to misbehave at school.

A child has a right to immunization, adequate food, clothing, shelter, medical care, education and guidance. It's the duty of the parent/guardian to protect the child from discrimination, violence, abuse and neglect. Some parents tend to fail guiding their children. Children learn all sorts of behavior which in turn are exhibited at school. Many parents again do not provide their children with some eats. Hunger also hinders effective study of these children.

Other parents have proved skeptical on immunization. Many of them have totally refused to take their children to access the vaccines. This has resulted into different problems to individual children. Some children have become lame due to polio, others feel isolated, others feel unwanted while others feel they should not get what other children get. In such a case, children may be affected in terms of studies.

### **1.1 Statement of the problem**

Children's academic performance differs. This is due to many factors. In some cases, children perform poorly because they are denied their rights directly from the environment in which they are brought up.

### **1.2 Purpose of the study**

The purpose of the study was to examine the implementation of children's rights and discipline at school on the academic performance.

### **1.3 Objectives of the study**

The following objectives guided the study;

- i. To investigate the state of discipline in school after abolishing corporal punishment
- ii. To investigate how discipline has affected academic performance
- iii. To investigate the ways in which bad conduct can be controlled in order to promote learning.

### **1.4 Research questions**

- i. How has discipline affected academic performance in school?
- ii. What is the state of discipline in school after abolishing corporal punishment?
- iii. What are the ways in which bad conduct can be controlled in order to promote learning?

### **1.5 Scope of the study**

This study was conducted in five selected primary schools in Kawempe division. The researcher has decided to make his research within this division after realizing that in most schools, teachers are facing a lot of problems because of the way children behave. According to the researcher, the children's being unruly could have been as a result of parent's relaxation while others fear to be imprisoned. So the researcher will focus on children's performance in relation to their environment.

### **1.6 Significance of the study**

The following are the beneficiaries;

Teachers found out ways of how to educate parents as to why children need not to be denied their rights

Children understood their role which made them change their behaviors

Teachers applied their profession in handling children of different background and those engaged in unbecoming behavior so that they change accordingly.

It also promoted the relationship between pupils and their parents and between teachers and learners intimately.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Definition of discipline**

Discipline is the action by management to enforce organizational standards. In an educational organization, there are many standards or codes of behavior to which teachers, learners and parents must adhere.

In order to successfully achieve the objectives of a school, college or university, all the members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. Despite the acquisition and application of the theoretical skills required of a leader, educational managers will still be faced with cases of teachers, learners and parents who do not strictly follow the set standards of their educational organizations. It is thus imperative that educational managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal attainment.

There are two types of discipline which include preventive and corrective discipline.

#### **Preventive discipline**

This is the administrative action taken by an educational manager to encourage employees and students to follow the standards, rules and regulations which prevent infractions. The principle in preventive discipline is to instill self-discipline among the organizational participants. The educational managers should strive to attain self discipline within their organizations since this vases moral and therefore productivity.

In order to encourage preventive discipline, educational managers should provide an enabling organizational climate in which expected standards are stated positively.

### **Corrective discipline**

This is the administrative action which follows an infraction of a rule. Corrective discipline is aimed at discouraging further infringement of a rule. The administrative action meted out is a disciplinary action. Educational managers should strive to minimize, if not eliminate, corrective discipline by strengthening preventive discipline; they should understand the basic tenets of a disciplinary action. These are to reform the offender, to deter others from similar actions and to maintain consistent effective group standards.

Teachers should be able to apply disciplinary actions in a progressive manner in what is known as progressive discipline. A progressive discipline follows a procedure which proceeds from an oral warning to a written warning to a suspension and finally to a dismissal. The main purpose of progressive discipline is to give an employee the opportunity for self correction before more serious penalties are imposed. Progressive discipline also enables an educational manager and an employee enough time for remedial actions which ensure employee's conformity to the set standards.

### **Theoretical framework of discipline**

Douglas McGregor (1960, 1966) proposed two theories, theory X and theory Y, aimed at providing a framework for the proper management of people to achieve organizational goals. The theories try to explain certain aspects of the nature of man. The basic assumptions of theory X and Theory Y include the following;

## **Theory X**

The average human being has inherent dislike for work and will avoid it if he can.

Because of this characteristic, most people must be coerced, controlled, directed and threatened with punishment so that they will work towards the organization's goals.

The average human being prefers to be directed, prefers security and avoid responsibility.

## **Theory Y**

Physical work and mental are natural as play if they are satisfying.

Man will exercise self direction and self control toward organization goals if he is committed to them.

Commitment is a function of rewards. The best rewards are satisfaction of ego and self actualization.

The average person can learn to accept and seek responsibility, avoidance of it and emphasis on security are learned and not inherent characteristics.

Creativity, ingenuity and imaginations are widespread among people and do not occur only in a selected few.

Administrators, who accept the assumptions of theory X or theory Y will of course utilize its essential ideas in planning their policy making in making decisions, and in carrying out facts of their administrative functions.

### **Theory X view about discipline**

Educators who look at discipline only as corporal or any other form of punishment are applying theory X assumptions about the pupils. They are viewing the children as lazy and unruly and therefore must be corrected.

The educators also seem to believe that the pupils they teach are independent on them and therefore have to be directed. They view children as generally irresponsible, resistant or hostile to authority and leadership. This has called for the teachers be prepared to fight back be on guard.

By doing this teachers tend to violate the children's rights. On implementing the children's rights the theory X has to be denounced.

### **Theory Y view about discipline**

There are however educators who look at discipline as a proves of encouraging workers to move uniformly towards meeting the objectives of education. Those who take the theory Y approach to discipline strive to provide intelligent leadership in their organizations so that maximum potentials be released from their subordinates. Such leaders thus use discipline as an effective by product of efficient application of leadership skills so as to gain willing cooperation from pupils within the rules and regulations set by educational management and dully accepted by all members in the school system. The main approach of this is to enculcate among all members of the school as an organization a voluntary self discipline. This approach takes a positive view about discipline.

This I believe would be the best approach at this moment when the children's rights are being implemented. But a few schools are practicing this approach. All teachers and head teachers therefore should see the primary purpose of discipline among the individuals and the entire workgroup of teachers and pupils.

## **The rational of implementing child rights in Uganda**

Every Ugandan child is born with great potential for which is never tapped until today. So to promote optimum development, it is important to raise awareness among communities on issues such as children's rights and the child's adolescent needs.

According James (1979), the speeches of others are to be delivered and their actions described in the form of narration. The reason plato gives is that imitation beginning in early youth and continuing far into life at length, grows into habits and becomes a second nature, affecting body, voice and mind.

According to James (1979) says "no training can produce a prefer orator unless a certain standard of natural endowment is presupposed, nature and nurture must cooperate. It must be acknowledged that precepts are of no significance unless assisted by nature. The person, therefore that lacks a faculty will reap as little benefit from these writing as barren soils from precepts of agriculture."

According to the New Vision, Friday 13, (2003) says that children in Action Project (CIA) began 18 months ago in Bukesa Parish, Kampala (central division). The aim was to pilot a children driven project in which identified needs designed interventions and carried out the implementations with a minimal support from save focus on preventing child abuse and neglect in their area. Among the activities they decided to do in order to achieve their goals included;

- Firming child protection committees comprising of five children responsible for investigating, hearing and handle identified cases of child abuse and neglect.
- Forming the children rights advocate committees comprising of five children responsible for community sensitization on child rights and child abuse.

All the children on the committees are aged 10-14 and are elected by fellow children in the community. This age group was chosen because little is known

about their varied skills and abilities, perspective and knowledge of children in this age group especially that of children who did not attend school.

### **Children's rights**

This conclusively means guidelines that aid proper handling of children, during the course of upbringing them. This include the right to education, proper feeding, love, protection, clean environment and others. Most stake holders that is teachers and parents do not respect children's rights for reasons of ignorance or cultural background.

Of recent, due to exposure to outside culture many human rights organizations have come up to enforce the promotion of children's rights in all cycles. The government has also and is in the process of making laws that access children to their rights.

As some institutions have started embracing the rights, some problems have cropped up. For instance, abolishing corporal punishments in schools has brought about degeneration of discipline among children. The fear of parents to be imprisoned or charged by courts of law has made them relax, loosening the ways of taming their children which was paved way for children to enjoy their freedom hence indiscipline.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

#### **3.1 Research Design**

This study followed a descriptive research design because the researcher used one division in the district as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data.

#### **3.2 Study population**

The study was carried out in the selected primary schools found in Kawempe division in Kampala district. The study involved both pupils and teachers.

#### **3.3 Sample framework**

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

A total of thirty five pupils and teachers were used for this study

##### **3.3.2 Sample technique**

Using a convenient sampling technique, a total of thirty five respondents were picked at random to participate in this study.

##### **3.3.3 Sample procedure**

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

### **3.4 Methods for data collection**

#### **3.4.1 Instruments**

##### **Questionnaires**

These were used to collect information from students as they are the major respondents for this study. Interviews were held with the teachers to get their views on the topic of the study.

#### **3.4.2 Sources of data**

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both pupils and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

### **3.5 Data processing and analysis**

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This study set out to assess the influence of children's rights on discipline in schools. The following objectives guided the study;

- To investigate the state of discipline in school after abolishing corporal punishment.
- To investigate how discipline has affected academic performance
- To investigate the ways in which bad conduct can be controlled in order to promote learning.

Data which were collected from the respondents were presented in this chapter, analyzed and interpreted.

#### 4.1 Background information

##### 4.1.1 Teachers age

Teachers were asked about their age since this would have an influence on how they guide learners behavior.

**Table 1: Presents Teachers age**

Age of teachers	Frequency	Percentage
25 and above	24	68.5
20-52 years	11	31.4
Below 20 years	-	-
<b>Total</b>	<b>35</b>	<b>99.9</b>

**Source: Field data 2009**

Teachers who responded to this item were 35, twenty four of them were over 25 years of age. Eleven of them were aged between 20-25. No teacher was below 20 years. This finding showed that all teachers were mature enough to guide the children behavior no matter what the circumstances were.

#### 4.1.2 Quality of teachers

By quality of teachers, the researcher wanted to find out if they were highly qualified enough to posses skills of managing children's behavior, if performance was to be good in schools.

**Table 2: Presents teachers qualification**

<b>Qualification of teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor	2	5.7
Diploma	10	28.5
Certificate	19	54
Others	3	8.5
<b>Total</b>	<b>35</b>	<b>99.9</b>

**Source: Field data 2009**

All teachers responded to this item, findings in the above analysis indicate that only two teachers were graduates; ten of them hold Diplomas, nineteen of them held certificates and three had other qualifications other than education.

The above finding indicate that majority of teachers were professional. Although with varied academic qualification, they should be able to detect educational problems related to discipline and be able to guide the children.

#### 4.1.3 Use of corporal punishment in schools

The researcher had to investigate if the schools had abolished corporal punishment or not

**Table 3: Presents whether schools had abolished corporal punishment or not**

<b>Schools with/without corporal punishment</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	4	80
Not	1	20
<b>Total</b>	<b>5</b>	<b>100</b>

Source: Field data 2009

Findings above in table 3 revealed that all schools except one had abolished corporal punishment.

The above finding gave hope to the researcher because he was gathering correct information from schools which had implemented the children's rights, by abolishing corporal punishment. At the same time there was a representative sample of a school which still cherished corporal punishment, an indicator of the children being denied their rights in this particular school. This could help the researcher compare performance of children in schools without corporal punishment with those which were still using it.

#### 4.2 State of discipline in school after abolishing corporal punishment

Musaazi wrote that discipline problems could be avoided not by applying corporal punishment, but by doing certain things. This therefore compels to educators to discipline children using other means which can help to correct the pupil's behavior; the study therefore sought to find this.

#### 4.2.1 Children's behavior after removing corporal punishment

The study investigated from teachers how pupils were behaving after removing corporal punishment.

**Table 4: Presents the teachers rating of pupils behavior after the abolition of corporal punishment**

<b>Pupils behavior</b>	<b>Frequency</b>	<b>Percentage</b>
Bad	5	14.2
Average	20	66.6
Good	10	28.5
<b>Total</b>	<b>35</b>	<b>100</b>

**Source: Field data 2009**

Findings in table 4 showed that according to teachers, after the abolition of corporal, five of them said discipline was bad; twenty of them said it was average and the remaining ten though it was good.

This finding shows that good discipline in most schools is being maintained with the help of other measures.

This according to Okumbe (1984) shows that the schools have observed the principles of setting good disciplinary actions in school. It also shows that it is not through corporal punishment that the pupils in school.

#### 4.2.2 What schools have designed to control children's behavior after the abolition of corporal punishment as an implementation of children's rights?

Educational managers look at discipline as the only process which should encourage uniformity towards meeting the objectives of education. Therefore with or without corporal punishment, schools should ensure good discipline. In the light of the above, the researcher had to investigate ways which schools have designed to ensure discipline.

**Table 5: Presents teachers views on how their schools are maintaining good discipline**

How discipline is managed in schools	Agree	Disagree	Do not know
Strict rules and regulations have been set to control bad behavior	35	-	-
Infraction are dealt with immediately regardless of their magnitude	8	27	-
Disciplinary action is objective without revenge	17	9	4
Punishment is educative	26	10	9
Punishments given are always in keeping with the offence	26	9	-
Pupils who commit offences because of their psychological conditions are counseled	35	-	-

**Source: Field data 2009**

From the above analysis it was established that all schools had set up strict rules and regulations to manage bad behavior 35 only 8 teachers accepted that when the children commit offences in schools, They are punished immediately. Up to 17

teachers agreed that punishments given were given to pupils after thorough investigations had been carried out to ensure that the offence had been carried out. 9 teachers however disagreed this and 4 did not whether this was being done. 20 teachers agreed that the punishments given to pupils were educative in nature. 3 teachers did not agree, and 7 were not sure of this.

26 teachers agreed that the punishments administered were always appropriate enough for the offence and in keeping too, although teachers were in disagreement with this statement.

All teachers carried out counseling to pupils who committed offences at school because they were experiencing psychological problems.

The above analysis points out that schools have set out strict rules to curb bad behavior in schools and therefore pupils should observe and respect for these school rules. This is what Okumbe 1984 categorized as preventive discipline. This should instill into pupils self discipline. The analysis further exposes the school authorities for the negligence to punish offenders immediately.

#### **4.2.3 Types of punishments how given to children who misbehave at school.**

The researcher had to find out the actual punishments which are given to pupils when they commit offences.

**Table 6: presents types of punishment given at school**

<b>Type of punishment</b>	<b>Frequency</b>	<b>Percentage</b>
Slashing/digging	24	68.5
Confinement/isolation	15	48.2
Cleaning toilets/other facilities	26	74.2
Suspension	5	14.2
Pupils stand on their hands	17	48.5

**Source: Field data 2009**

The above analysis indicated that 68% of the teachers made children offenders to slash or dig in the gardens. 48% of the teachers said the offenders were put in isolation as confinement. 74% of the teachers shared that they made them to clean the toilets or other places in school. 14% of the teachers said they are made to stand on their hands.

The above finding revealed the following categories of issues; first there is still torture of children in schools in an attempt to create order.

It also reveals that in schools, children are being given punishments which are not in keeping with the offences. This serves to undermine the importance of some activities such as digging, slashing or housework. Thirdly the authorities have not taken into consideration the importance of dealing with undesirable behavior of children immediately, so that they see the connection between their negative behavior and its consequence. When there is along time lapse between the undesirable behavior and its association between the two becomes weak and it provides a stimulus for more undesirable behavior (Okumbe, 1984).

The finding shows that in schools corporal punishment has been abolished but other ways are being used to violate children's rights instead.

#### **4.3 Children's rights. Discipline and academic performance**

Children's rights are paramount, because according to James (1979) no training can produce a perfect orator unless a certain standard of natural endowment is presupposed, nature and nurture must cooperate. But at the same time orderliness is essential for good learning in schools, because a disciplined person is orderly, responsible, diligent sympathetic, honest and will always try to do what is right and good (Musaazi, 1984). The researcher therefore had to find out about this.

#### 4.3.1 Abolition of corporal punishment and academic performance

Teachers were asked if at all the performance of pupils had been affected as a result of abolishing corporal punishment.

**Table 7: Presents the teachers rating of learners academic performance**

Learners academic performance	Frequency	Percentage
Good	5	14.2
Average	17	48.5
Poor	13	37.1
<b>Total</b>	<b>35</b>	<b>99.8</b>

**Source: Field data 2009**

The analysis in table 7 highlights that according to five teachers, after abolishing corporal punishment and awarding them their rights, their performance has remained good. Seventeen teachers contributed that it was average and the remaining thirteen said it was poor.

#### 4.3.2 The relationship between implementation of children's and academic performance

Teachers were asked whether there was any decline in learner's performance due to them being given their rights.

**Table 8: Presents the teachers' views on the relationship between children's rights and academic performance**

Relationship between children's rights and academic performance	Frequency	Percentage
Yes	5	14.2
No	26	74.2
I do not know	4	11.4
<b>Total</b>	<b>35</b>	<b>99.8</b>

**Source: Field data**

According to this table 74% of the teachers said the performance had not gone down due to the implementation of children's rights, which led to the abolition of corporal punishment. 14% of the teachers believed the performance had gone down and 11% said they did not know about that.

The analysis revealed almost no relationship between children's rights and academic performance. It shows that there are other factors which could be responsible for the average academic performance of learners other than this one of children's rights.

#### **4.3.3 Children's and classroom control and academic performance**

Classroom control is one of the factors which can greatly contribute to children's academic performance. Teachers were asked if they were facing poor classroom control due to children having too much freedom.

**Table 9: Presents the rating of teachers of the classroom control after declaring rights for the children they teach.**

<b>Classroom control</b>	<b>Frequency</b>	<b>Percentage</b>
Good	23	65.7
Average	10	28.5
Poor	3	5.7
<b>Total</b>	<b>35</b>	<b>99.9</b>

**Source: Field data 2009**

The above analysis highlighted that according to 23 teachers, the classroom control is good. This however could be attributed to the findings earlier on about the way discipline is managed in schools. The types of punishment given were a bit harsh enough to make the children develop fear to be punished. 10 teachers

however said classroom control was just average and the remaining two said it was poor.

The above finding indicates that teachers have managed to control children's behavior in class using harsh means. Restrictions are sometimes necessary for effective discipline, although in this case we observe that it has exceeded.

#### **4.4 Ways in which children's discipline can be maintained without violating their rights, so as to achieve educational goals**

Pupils discipline means that pupils should be provided with an opportunity to exercise self control, to solve school problems, to learn and to promote the welfare of the school (Musaazi, 1984). This can be done without violating the children's rights because dictatorial actions whether at home or at school could breed disregard for authority or lower morale of children to learn. Teachers were asked about the ways in which they could maintain good conduct among the children they teach without abusing their rights.

**Table 10: Gives the teachers suggestions on how to maintain school discipline without abusing children's rights**

<b>Ways of maintaining discipline</b>	<b>Frequency</b>	<b>Percentage</b>
Making rules and regulations clear to pupils	35	100
Teachers to show examples of good behavior	31	88.5
Parents to be sensitized on how to guide children's behavior without punishing them	21	60.0
Teachers and parents to guide and counsel children	34	97.1
Rewarding good behavior	16	45.7
<b>Total</b>	<b>137</b>	<b>65.2</b>

**Source: Field data 2009**

From the above analysis, all teachers suggested that rules and regulations be set and be made clear to the children.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study set out to investigate the influence of children's rights on the discipline of children in school. Chapter four analyzed the data that were gathered. This chapter summarizes the findings from the analysis makes a conclusion and gives recommendations.

#### **5.1 Summary of findings**

##### **What is the state of discipline in schools after abolishing corporal punishment?**

First, it was established that in most primary schools of Kawempe divisions, the act of corporal punishment had been abolished. There were however some which were using it. By doing this the schools were abusing the children's rights and this was threatening to their emotions and health as well hence it could negatively impact their academic performance.

It was established that all schools teachers expressed that they themselves had to be role models to the pupils they teach. Twenty one teachers suggested that parents have to be sensitized about how to guide their children's behavior. Thirty four teachers said that they together with the parents had to counsel learners who are badly behaved. Lastly sixteen teachers said reward of well behaved children could help solve the problem.

From the analysis above it is evident teachers are equipped with better ways of ensuring good discipline. This can in turn lead to good performance in class. Teachers had designed means to manage discipline in their organizations. These

included putting rules and regulations for the children to obey, children being given punishments such as slashing the compound, digging and cleaning school facilities. Thus particular punishment was found not to be in keeping with the offences and could make children hate work, as earlier on cited by Musaazi (1984).

It was however discovered that at times the authorities did not punish the children immediately. This was not proper since it will not allow children to associate the punishment with their wrong causes.

The teachers further established that wherever they gave the children a punishment it was educative and objective without revenge. That also at times the counseled.

### **How has the abolition of corporal punishment influenced discipline of children and how has this affected their educational achievements?**

Findings in the research highlighted that when the rights of children were implemented, the performance of children has been on average, according to seventeen teachers. Thirteen teachers however rated it was good. Further more twenty six teachers saw no relationship between children's rights and their academic performance. Five teachers cited a relationship between the two and lastly four teachers had no idea of the relationship. This highlighted other factors other than the abolition of corporal punishment were responsible for influencing academic performance of learners.

### **In what ways should school children's discipline be maintained without violating their rights in order to achieve educational goals?**

Findings indicate that all teachers made suggestions to made rules and regulations clear to all pupils. This finding is in agreement to Okumbe (1984) and Musaazi

(1984). The only difference is that in both texts, the experts advise that the rules be made clear by putting them in writing and a copy be given to all stakeholders.

Thirty one teachers suggested that they become role models of good behavior to the children they teach. This is similar to what Okumbe (1984) termed as self-discipline. This should serve as a purpose of preventive discipline which teachers must create in order to provide an enabling learning climate in which the expected standards are observed and adopted spontaneously.

Teachers further suggested that parents and teachers put efforts together to guide and counsel children when they show bad behavior, other than spanking them.

Fewer teachers (16) however mentioned that they should reward good behavior. This is what Musaazi (1984) had referred to as a positive approach to education problems. But according to him this can be coupled with that teacher setting good examples of honesty, cooperation, sympathy, diligence, responsibility for the children to emulate.

## **5.2 Conclusion**

Children's rights are paramount and when children are inflicted to corporal punishment, that is denying them their rights to protection and love in fact schools which still uphold corporal punishment are applying the theory X McGregor. It shows that school authorities are viewing these children as negative and should be corrected to discourage further infringement of rules. This study also highlights the schools efforts to comply with the rights of children, by removing corporal punishment, only to violate them again using other forms of abusive punishments.

All in all the general state of pupils conduct in schools is fair but their academic performance is not directly related to their state of discipline. Their performance is due to other factors which may have to be investigated.

### **5.3 Recommendations**

The following were recommended for the study;

Children's right must be made known to all stakeholders so that they are not violated. But at the same time, children have to be taught societal norms and values. They need to be taught to honest and to have self control in school and not of school.

A positive approach must be adopted to guide and manage children's behavior. Faith in the desire and ability of pupils to do the right and socially accepted things will do much to create trust, build self confidence and could improve morale in primary schools. Of course a positive approach does not whatever they want. Restrictions with some freedom are a necessary part to effective discipline.

School rules and regulations have to be made a guide to learners conduct. These rules must be made known to students in writing and should be pinned everywhere. The parents must be given a copy of these rules to ensure that they also remind their children about them.

The school rules should also spell out clearly, the penalties for the offence of such rules.

Whenever there is any offence committed by the children, punishments should be applied immediately.

Punishments given must always be in keeping with the offences committed. Punishments like fetching water, digging, slashing, cleaning the toilets must not be given to children for they will undermine the importance of the activity. The children. The children must be made to understand why they are being punished.

Before punishing the pupils, let the authority carryout preliminary investigation to establish whether this is the first offence or another in series or there are underlying reasons for the offence like ill health, family problems or whether this is away by which this child is expressing his/her dissatisfaction with the school.

The punishment must be impersonal in that the offence committed is being punished and not this child. Punishment in school should not be used for revenge and once the punishment has been given to the pupil, normal relations should be reinstated immediately as if the incident did not occur.

All the children their right to appeal since this upholds their right

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## APPENDICES

### Appendix A: Questionnaire for teachers

Please tick or fill in where applicable

Age .....

Qualification ☐

Bachelor ☐

Diploma ☐

Certificate ☐

Others ☐

Do you still use corporal punishment?

Yes ☐

No ☐

#### State of discipline in school after abolishing corporal punishment

What has been the behavior of children after abolishing corporal punishment?

Bad ☐

Good ☐

Average ☐

Explain how you maintain discipline at school

.....

.....

.....

Name the types of punishments offered in your schools

.....

.....

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