



# **The influence of corporal punishment in shaping the discipline of pupils in Kyegegwa District: a case study of Kyegegwa Town Council primary schools**

Banura Adrona Faith<sup>61</sup>

**Keywords:** *influence, corporal punishment, pupil's discipline*

## **Introduction**


The study investigated the influence of corporal punishment on improving pupils' discipline in Kyegegwa Town Council primary schools. It was guided by the following objectives:

### **The study objectives**

1. To identify the different views of teachers and pupils on the efficacy of corporal punishment in reducing indiscipline in Kyegegwa Town Council Primary schools,
2. to identify teachers' alternatives to corporal punishment on improving pupils' discipline in Kyegegwa Town Council Primary schools,

---

<sup>61</sup> Banura Adrona Faith graduated in February, 2021 with a Master of Education Management and Planning from Nkumba University

- 
3. to analyse the effect of corporal punishment on pupils' discipline in Kyegegwa Town Council primary schools.

### **Methodology**

The study used a cross-sectional research design with both qualitative and quantitative approaches. Based on purposive and random sampling techniques, the study selected 136 respondents.

### **Key findings**

The study discovered that corporal punishment reduced indiscipline among pupils. Teachers' identified alternatives to corporal punishment contributed immensely to the improvement of pupils' discipline and corporal punishment had a great effect, both positive and negative on pupils' discipline in Kyegegwa Town Council primary schools.

### **Key recommendations**

The study recommended that: The government through the Ministry of Education and Sports should make a follow up on the Policy Regulations Act 24 of 2020; concerning corporal punishment in schools, villages and find out if it is being implemented, Teachers need to create space and enable pupils to decide their behavior, give up their controlling behavior, to develop a sense of belonging in their classrooms where pupils feel safe and fully



involve their opinions towards solutions that benefit the whole class.

### **Key references**

Franzoi, ( 2002). *Social Psychology*, ( 3rd edition). McGraw – Hill, U.S.A.

Frederickson & Mulligan, (1972). *The child and his welfare*, Freeman and Company, San Francisco, U.S.A.

Hicks-Pass, S. (2009). Corporal punishment in America today: Spare the rod, spoil the child? A systematic review of the literature. *Best Practice in Mental Health International Journal*, 5(2), 71-88.

Holmes, (1997). The role of parental disciplinary practices in the development of depression and alcoholism: *psychiatry Vol 51 pp 24 -35*.

Irby, D. J. (2014). Trouble at school: Understanding school discipline systems as nets of social control. *Equity & Excellence in Education*, (47)4, 513–530

Johnston, T., (2004). Gender Series: The abuse of Nairobi School Children, Nairobi: Population Communication Africa, in O’ Sullivan, M., (2005), *Corporal Punishment in Kenya*, *Juvenile Quarterly*, 2, 1. *Journal of Family Violence*, 5(2)177-186



Kaur, S. Wounded Innocence. The Tribune  
(Spectrum), 9, 1. 2005.