



Prevalence of Corporal Punishment and other forms of Humiliating Punishment on Children in Swaziland

December 2008



Save the Children
Swaziland

TABLE OF CONTENTS

Acknowledgements.....	2
Table of Contents.....	3
List of Tables.....	4
List of Figures.....	4
Executive Summary.....	5
CHAPTER 1 INTRODUCTION.....	6
1.1 BACKGROUND.....	6
1.2 Justification of the study.....	6
1.3 Objectives of the study.....	6
1.4 Methodology.....	7
1.4.1 Study tools.....	7
1.4.2 Study Population and sampling.....	7
1.4.3 Data collection process.....	8
1.4.4 Data processing and analysis.....	8
CHAPTER 2 FINDINGS.....	9
2.1 STUDENTS.....	9
2.1.1 Demographic and Socio economic.....	9
2.1.2 Knowledge on Corporal and humiliating punishment.....	9
2.1.3 Prevalence of corporal punishment.....	10
2.1.4 Behaviour of administers of corporal punishment.....	12
2.1.5 Effects of corporal punishment.....	13
2.1.6 Positive discipline awareness.....	13
2.1.7 Children's perceptions towards corporal punishment.....	14
2.2 SCHOOL TEACHERS.....	15
2.2.1 Children's behaviour.....	15
2.2.2 Practice of corporal punishment.....	15
2.2.3 Effect of corporal punishment.....	18
2.2.4 Positive discipline awareness.....	18
CHAPTER 3 CONCLUSIONS AND RECOMMENDATIONS.....	21
3.1 Conclusions.....	21
3.2 Recommendations.....	22
References.....	23

List of Tables

Table 1: Schools sampled for the study

Table 2: Respondents' Age groups

Table 3: Definition of corporal and humiliating punishment (CHP)

Table 4: Where did you hear about it?

Table 5: Behaviour whilst administering corporal punishment

Table 6: Suggestions on how to eliminate corporal punishment

Table 7: Teachers' perceptions towards corporal punishment

List of Figures

Figure 1: Knowledge of corporal and humiliating punishment

Figure 2: Prevalence of corporal punishment

Figure 3: Reasons for punishment in school

Figure 4: People from whom they have heard about positive discipline

Figure 5: Practice of corporal punishment by teachers

Figure 6: Reasons for punishment by teachers

Figure 7: Children mostly beaten by teachers

Figure 8: Who administers corporal punishment in schools

Figure 9: Does the school practice positive discipline

Executive Summary

The study's aim was to establish the prevalence of corporal and humiliating punishment on children in both schools and homes. Participation in the study was from pupils, teachers and parents in the four regions of the country on Save the Children project sites. The main objective of the study was to determine the prevalence of corporal punishment and the extent to which it is practiced on children.

Findings of the study revealed that corporal and other forms of humiliating punishment was known by the pupils (64.5%) but their explanation of what it was was not clear and concise. Their definition showed scattered thoughts on what it was and did not reflect all the aspects of corporal and humiliating punishment. Thus a gap was evident and the need to raise awareness on what corporal and humiliating punishment is is necessary.

The practice of corporal and humiliating punishment was found to be very high among teachers (90.8%). Pupils also agreed with this finding as about 92.8% of them reported that they had received corporal and humiliating punishment from their teachers whilst only 2.2% received it from their parents. Thus most punishment was done in school than at home. This practice of corporal and humiliating punishment was exacerbated by the attitudes of both pupils and teachers towards corporal punishment. Findings show that pupils viewed corporal and humiliating punishment as being good (60%) whilst teachers felt it was good and it is aimed at developing a child's own self discipline (94.2%).

Corporal and humiliating punishment was mostly administered by class teachers compared to other members of staff in schools. This correlated with the reasons for punishment which showed that pupils are

mostly punished for their failure to write homework, coming to school late, making noise and failing tests. These are all duties of a class teacher. At home, mothers were cited as the ones who practised corporal punishment.

The study also revealed the effects corporal punishment had on children after receiving such punishment. These included crying, aggressiveness, fighting other children and teachers and running away from school. Though the pupils felt corporal punishment was good, it did not have exciting effects on them but painful ones. About 11% of the pupils had even suffered bodily injuries as a result of punishment and this showed the extent of corporal punishment.

Positive discipline is one of the major keystones of eliminating violence against children that needs to be practiced by various institutions including schools and homes. On this subject matter, the study revealed that positive discipline was moderately known by pupils (54%), whilst 72.5% teachers indicated that their school practiced positive discipline. Evident from the findings was that the understanding of positive discipline by both teachers and pupils was shallow and contradictory. They did not show a clear understanding of what it was and what it entails.

Perceptions of both teachers and pupils truly showed the ground that Save the Children is still to cover in the country in as far as corporal and humiliating punishment is concerned. Most teachers still felt it is right to practice corporal punishment and they disagreed that it yields negative long term effects on children. The report will therefore unveil all these facts on corporal and humiliating punishment and show the situation as it is on the ground for future programming and interventions.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Corporal punishment within families and schools remains a socially accepted and legal issue in many countries. Many children experience harsh treatment and punishment in both developed and developing countries in the context of discipline and this takes the form of physical violence which is accompanied by psychological violence which is detrimental to a child's psychological development and well-being.

Globally, less than 20 states have prohibited all corporal punishment by law, at household level and institutions. This means that only 58 million of the world's 2,187 million children are given the same protection as adults from being assaulted by the laws of their countries. This shows that about 97% children are not protected from corporal punishment.

As corporal punishment and deliberate humiliation of children in their families, schools and other forms of institutions has become more visible, it has begun to be recognised as a clear violation of their human rights. The adoption of the Convention on the Rights of the Child (CRC) has underlined children's status as rights holders, with equal rights to respect for their human dignity and physical integrity. The UN Committee on the children's rights has emphasized that corporal punishment in the family, school and other institutions is incompatible with the CRC. It has also expressed concern at laws that allow for parents or other care givers

or teachers to use any physical form of punishment on children. As a result, it has called for a clear prohibition of all corporal punishment.

As a signatory to the CRC, Swaziland has an article in the constitution which states that a child shall not be subjected to abuse or torture or other cruel inhuman and degrading punishment subject to lawful and moderate chastisement for the purpose of correction (Swazi constitution, article 30 (2)). With this constitutional provision in place, Swaziland has a challenge in prohibiting/abolishing corporal punishment in schools and at family level.

There are currently no structures put in place to ensure the implementation of such a piece of law and therefore children are subject to all forms of humiliating punishment. Most people have been hit and humiliated as children and they justify applying the same punishment to their own children. This makes it difficult for many people, including politicians and community leaders to see the issue as one of equality and human rights and to move on to positive, non-violent relationship with children.

1.2 Justification of the study

Law reforms and other measures to eliminate corporal punishment are now accelerating, with global and regional human rights mechanisms, high level courts, human rights institutions and NGOs condemning it. Save the children Swaziland is implementing a programme to train teachers on alternative forms of discipline, but there has never been a study to capture the situation of corporal punishment in schools and homes. The only study that was ever conducted captured data from children only.

One indicator of the often low priority given to corporal





punishment and other forms of humiliating and degrading punishment of girls and boys is the relatively low number of studies showing the prevalence of corporal punishment and humiliating punishment around the world. This is a problem that is slowly being addressed. This study therefore will gather the baseline information on physical punishment of children in Swaziland. Data to be collected will be useful in SC initiative to promote positive discipline.

1.3 Objectives of the study

The main purpose of the study was to gather information on the use and attitudes towards corporal punishment, in response to the initiative to promote children's rights and protection from violence. The specific objectives are:

- a) To determine the current status of Corporal Punishment in schools and homes.
- b) To compare the level of Corporal Punishment according to gender.
- c) To determine the impact Corporal Punishment has on children's physical and mental well-being.
- d) To determine the extent to which teachers,

children and parents are aware of Positive Discipline.

- e) To determine the level of practice and perception of Positive Discipline by teachers.
- f) To determine the level of teacher/parent sensitivity and protection of children from Corporal Punishment.
- g) To identify any measures taken by government to implement the prohibition of Corporal Punishment.

1.4 Methodology

The study used an exploratory approach, which focused on both primary and secondary schools in all the four regions of the country. It explored and described the level and nature of physical discipline experienced by children in schools and homes. Primary data was collected through personal interviews with the following groups:

- Students
- Head teachers or reference teachers
- Parent/guardian (Focus Group Discussions)
- Ministry of Education

1.4.1 Study tools

Structured questions were designed and administered in a form of a questionnaire to guide the study; they were designed with the assistance of stakeholders to capture all the relevant information needed to produce a substantial report useful for illustrating a baseline picture of the use of corporal punishment on children. Different tools were designed for the different target groups.

1.4.2 Study Population and sampling

This study focused on primary and secondary schools and specific target groups were head teachers/ refer-

ence teachers, parents/guardians, students and Government (Ministry of Education). The sample size was 60 schools sampled from the 20 constituencies in which Save the Children is implementing its Child Protection Programme. An up to date list of schools was obtained from the Ministry of Education (Regional Education Offices).

A stratified random sampling procedure was followed where the sample units were randomly sampled based on the Inkhundla in which the school is located and taking into consideration that some schools are in the rural and some are in the urban areas with respect to their different types i.e. mission, government and community schools.

Table 1: Schools sampled for the study

Hhohho	Manzini	Lubombo	Shiselweni
Primary School			
1.Embo Methodist	1.Ekuphakameni	1.Ekukhanyeni	Jerusalem
2.Sigangeni	2.Mahlangatja Methodist	2.St. Phillips	Mazombizwe
3.Makhwane	3.Ulundi	3.Othandweni	Vulamehlo
4.St Paul's	4.Malangenani	4.Nkhanini	Nyamane
5.Ekufikeni	5.Mhlambanyatsi	5.Ndzangu Lutheran	St Anthony's (Makhosini)
6.Nkalangeni	6.Tentele	6.Emhlabeni	Joppa
7.Ekwaliweni	7.Nyatsini	7.Mdumezulu	Mpandesana
8.Emachegwini	8.Sibuyeni	8.Mkhweli	Mahlandle
9.Hlabazonke	9.Dingizwe	9.Nkonjwa	Machobeni
10.Ngwenya	10.Ndzeleni	10.Sihlangwini	Nyanyile
Secondary/High School			
1.Endzingeni	Mpuluzi	Mpolonjeni	Oslo
2.Nkhaba	Mbekelweni	Ikhwezi	Nkwene
3.Ejubukweni	Sibovu	Malindza	Nyamane
4.Mayiwane	Sigombeni	Hlutse	Mazombizwe
5.Mdzimba	Ulundi	Maloyi	Matsanjeni

1.4.3 Data collection process

Data was collected using the designed tools and administered by Field Officers. They were first trained and made to familiarize themselves with the tool for data collection to be standard (pre-test). Data collection was

closely monitored to ensure quality control.

1.4.4 Data processing and analysis

Data was entered into a software program known as SPSS and analyzed. Qualitative data was analyzed using themes.

CHAPTER 2

FINDINGS

2.1 STUDENTS

2.1.1 Demographic and Socio economic

A total of 400 students were interviewed in this study and 324 were primary pupils and 76 were high school pupils. Most of these schools were Government and community schools located mostly in the rural areas, 93.3%. A few of these schools were located in urban and peri-urban areas. This may be due to the fact that schools involved in this study were from the constituencies where Save the Children has targeted programmes and most of these are in the rural areas. All regions were proportionally represented in this study.

Students interviewed were mostly females (51.5%) and 48.5% being males. This does show a fair balance of both genders in the study. The ages of those pupils interviewed ranged from seven (7) to twenty-four (24) years. Most of the pupils were in the age group 10-14, as shown in the table below.

Table 2: Respondents' Age groups

Age Group	Frequency	%
5-9	37	9.3%
10-14	224	56.0%
15-19	132	33.0%
20-24	7	1.8%
Total	400	100.0%

Respondents were also asked to indicate whom they lived with. Most of the pupils indicated that they lived with both parents, 34.5%, followed by those who stayed with their mother, 28.8%, and then grandparents, 23.5%. The highest level of education for these persons was the high school, 45.3%, and primary school, 29.8%. This fairly shows a high level of education among parents and guardians.

2.1.2 Knowledge of corporal and humiliating punishment

The pupils were asked if they knew what corporal and humiliating punishment was. A majority indicated knowledge of what corporal and humiliating punishment was, 258 (64.5%) and only 142 (35.5%) did not know. This shows a fairly high number of pupils who had knowledge on such punishment.

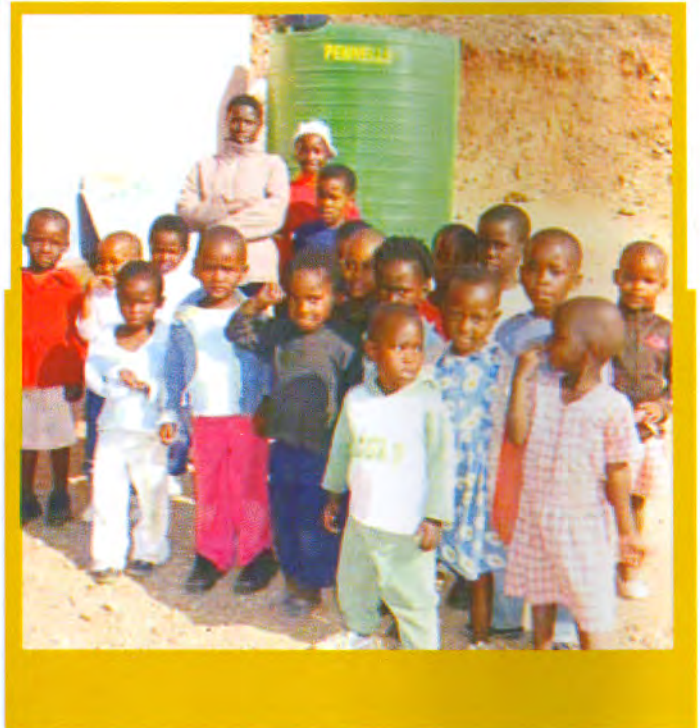
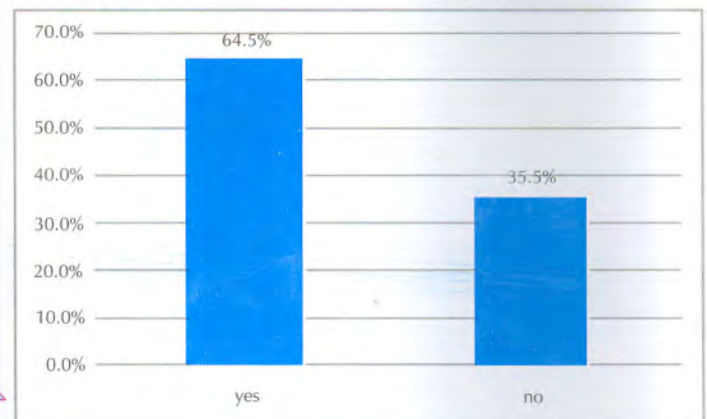


Figure 1: Knowledge of corporal and humiliating punishment



Those who said they knew what corporal punishment was were asked to define it. The table below shows the responses given by those interviewed pupils. The study went to the extent of collecting data on the definition of corporal punishment by students.

Table 3: Definition of corporal and humiliating punishment (CHP)

<i>Definition of CHP</i>	<i>Frequency</i>	<i>%</i>
Beating with a stick / to be hit	131	50.8%
Being punished for doing nothing wrong	85	32.9%
Beating, calling names	23	8.9%
It is being abused	15	5.8%
When they beat emotionally	3	1.2%
When you show a child what is good	1	0.4%
TOTAL	258	100%

A majority of the pupils showed an understanding of corporal punishment. Over half of them defined it as beating pupils with a stick. Though there were those who were not clear enough on what it was, to a certain extent they indicate that it involved being punished and being called names. There were also those who understood that it was abuse on the pupils practiced by mostly teachers.

Most of the pupils have heard about corporal punishment at school (72.8%) and a few have heard about it at home (21.6%) as shown in the table below.

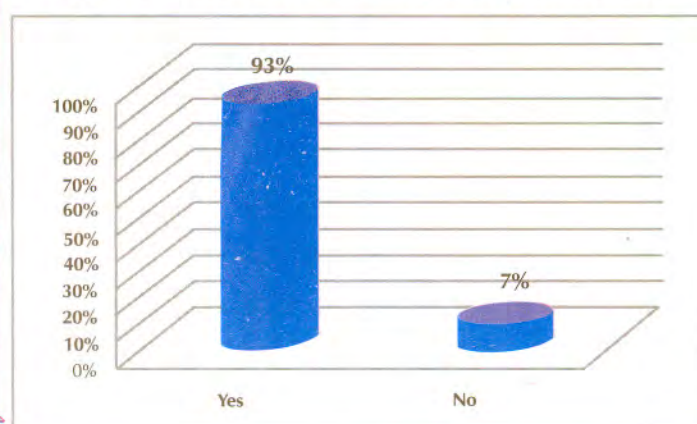
Table 4: Where did you hear about it?

<i>Where</i>	<i>Frequency</i>	<i>%</i>
at school	190	72.8
at home	56	21.5
both	2	8
other	13	5.0
Total	261	100.0

2.1.3 Prevalence of corporal punishment

One of the main objectives of the study was to establish the current status or prevalence of corporal punishment among pupils. Pupils were therefore asked if they have ever received corporal punishment. An overwhelming 92.8% of the respondents indicated that they have received corporal punishment with only 7.3% having not received such punishment. This displays an overwhelmingly high prevalence of corporal punishment in schools.

Figure 2: Prevalence of corporal punishment



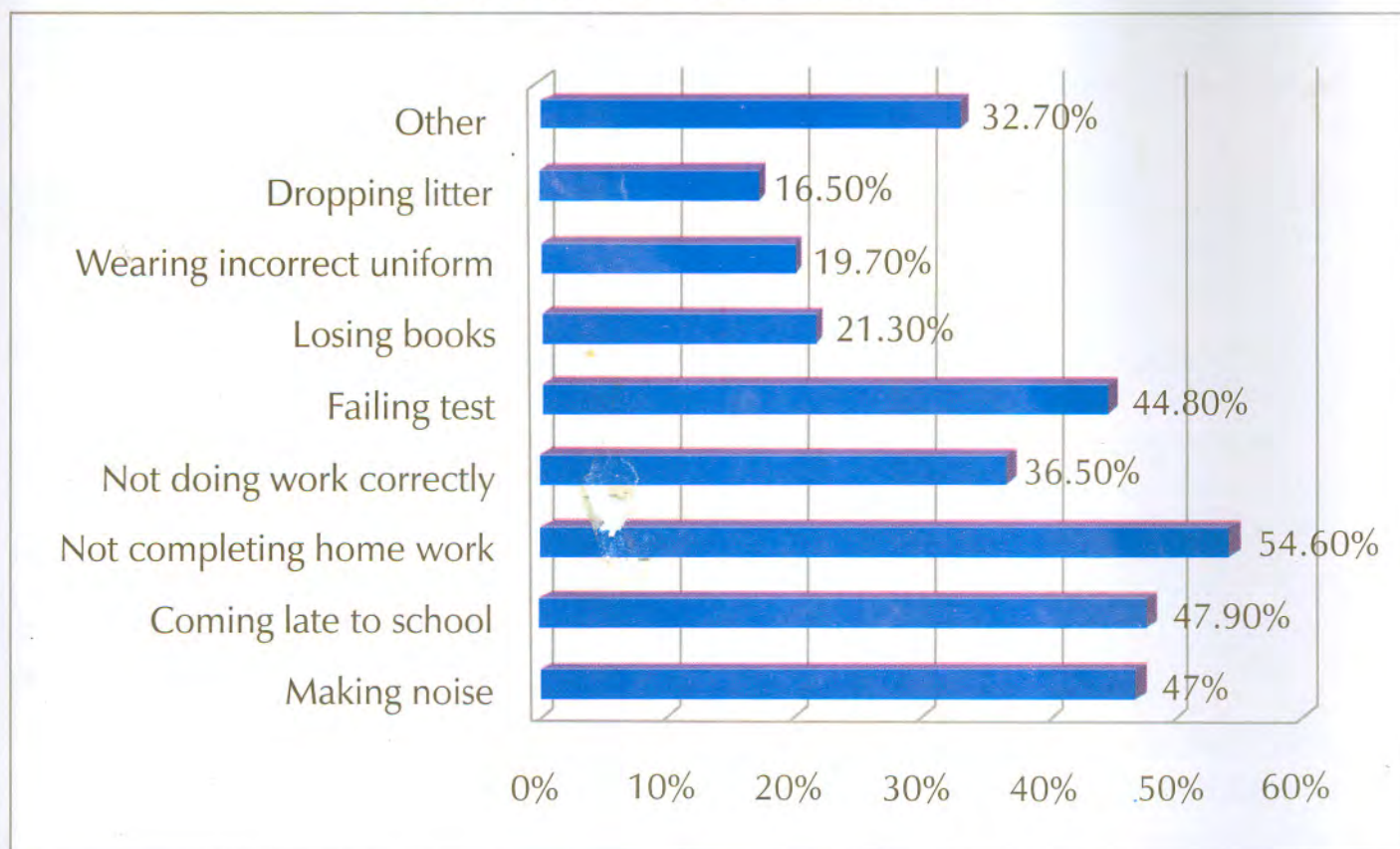
Those who indicated that they had never received corporal punishment were asked if any of their friends had received this form of punishment. A majority indicated that they knew friends that had received this form of punishment, 82.8%.

From these it can be noted that the prevalence of corporal punishment is still very high even on other pupils known by the respondents.

When asked where this kind of punishment was received, most pupils reported that this kind of punishment happened at school, 89.4%, and those who reported that it happened at home were only 2.2%. There were those pupils who said that they received this kind of punishment in both places, 8.4%.

Pupils were also asked to state reasons for their punishment at school and at home. Since it was evident from the data that corporal punishment was prevalent in schools, a graph showing reasons for the punishment is shown below.

Figure 3: Reasons for punishment in school



When dealing with corporal punishment especially in schools, it is important to determine how the pupils were punished. The results show that all of the pupils indicated that they were beaten with a stick.

Earlier the study revealed that most corporal punishment of pupils was done at school. They were also asked who mainly administered corporal punishment at school. The data showed that at most the class

teacher administered corporal punishment, 170 (42.5%), followed by the subject teacher, 147 (36.8%), the head teacher, 47 (11.8%) and lastly the deputy head teacher, 30 (7.5%). At home most of the corporal punishment was applied by mothers, 145 (36.3%) and then followed fathers, 74 (18.5%). This could be attributed to the high numbers of mothers staying and spending a lot of time with children compared to fathers.

2.1.4 Behaviour of administers of corporal punishment

Studies have revealed that beating a child only relieves the one administering the punishment and does not solve the problem being addressed. The study also attempted to find out the behaviour of those practising corporal punishment on pupils in trying to understand the real cause for corporal punishment. The question asked among the pupils was how those people practising corporal punishment behave when punishing them. The responses obtained show that most of those administering corporal punishment shout at the pupils (33.6%) when beating them.

Table 5: Behaviour whilst administering corporal punishment

<i>Behaviour</i>	<i>Frequency</i>	<i>%</i>
Never reacts	189	47.3%
Shouts at you	131	33.6%
Frowns at you	98	25.1%
Calls you names	43	11.0%
Allow you to stay under the sun, rain or dark	16	4.1%
Other	15	3.8%

The pupils were also asked to indicate the preferred form of punishment and most of them preferred being given advice (60%) followed by those who preferred whipping (36.3%). Some even preferred being pinched (2.5%). The rest of the pupils indicated they did not want any punishment. They had different reasons; they preferred pinching because it was not as painful as beating. Interestingly the reason for preferring beating than other punishment was that they understood what they had done wrong, meaning they did not mind their punishment. This could be an indication of limited exposure to alternative forms of discipline by pupils.

2.1.5 Effects of corporal punishment

Receiving corporal punishment can be traumatic for pupils and can have an effect on their behaviour towards parents, teachers and other pupils. The study also sought to find out how pupils reacted after receiving

corporal punishment both emotionally (mentally) and physically. Most of the pupils indicated that they cried after receiving such punishment (34.5%) and these were the majority of the pupils. Some indicated that they became angry (emotional) and aggressive (13.9%), fought other children (3.8%), fought back at teachers or parents (2.0%) and some ran away from school (5.0%). These effects of corporal punishment end up mentally disturbing these children and their future as they run away from school or their attitude towards school changes.

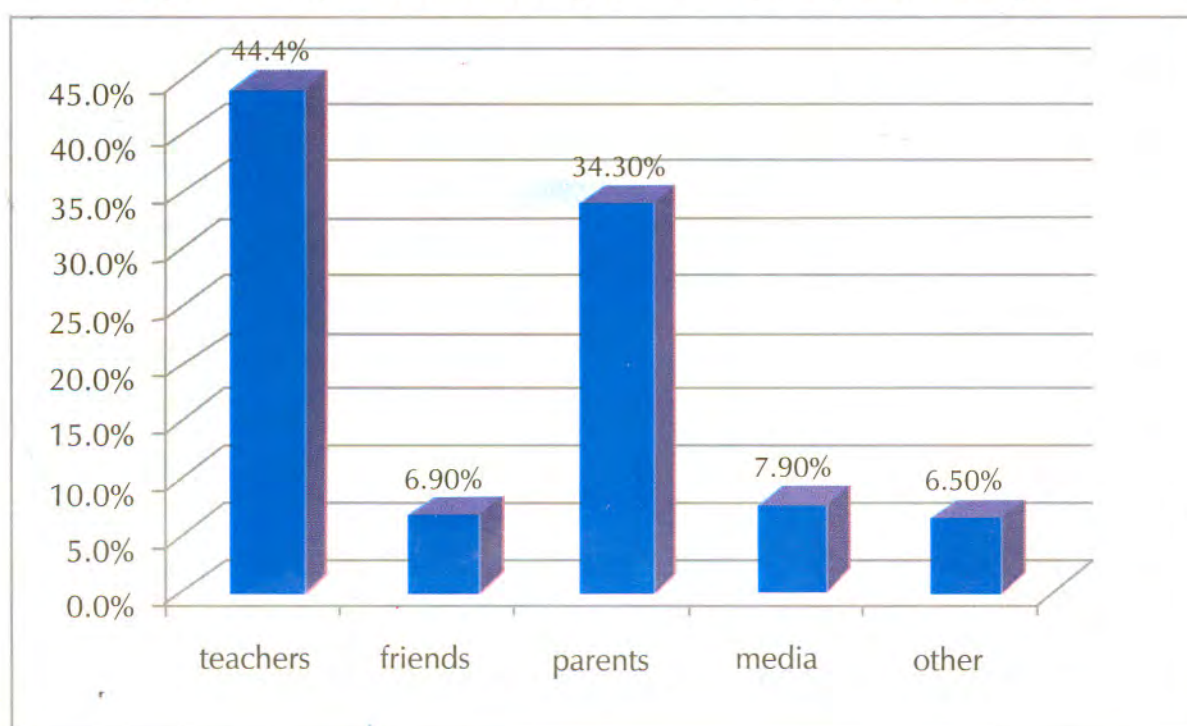
To gauge the intensity of corporal punishment among pupils, a question that was asked was whether pupils had ever suffered any bodily injuries whilst receiving corporal punishment. Evident was the fact that most bodily harm was experienced in schools, about 11.8% and 11.3% experienced at home. This still conforms to

the earlier results that corporal punishment was prevalent in schools than at home and thus most injuries happening in schools. Most of the pupils at school had their hand swollen for days or weeks after receiving corporal punishment. At home, corporal punishment resulted in mainly bodily bruises.

2.1.6 Positive discipline awareness

Awareness on positive discipline is one of the key objectives of the Child Protection Programme. It is therefore crucial for the study to incorporate positive discipline as part of the objectives and baseline benchmarks. Pupils were asked if they had ever heard of positive discipline. 54% of those interviewed indicated some knowledge of it yet 46% had never heard of it. They were asked to indicate from where they had heard about positive discipline. Most of the pupils revealed that they had heard of positive discipline from their teachers (44.4%) and these were followed by those who had heard about it from their parents (34.3%). A graph illustrates the results below.

Figure 4: People from whom they had heard about positive discipline



Having heard about positive discipline does not mean it is practiced by schools and teachers. Pupils were asked to indicate whether their school practiced positive disciplining. About 62.7% indicated that their schools did practice it. Even though they indicated that their school practiced positive discipline, very few of the schools had structures put in place to practice this kind of disciplining, only 39 (15.3%) of the pupils said their school had structures in place. Discipline structures put in place included talking to pupils, picking up

papers and sweeping the floor. Looking at these sighted examples of positive discipline, one can conclude that schools have limited understanding of the overall positive discipline concept hence cannot be expected to set up the right structures institutionalising it.

2.1.7 Children's perceptions towards corporal punishment

Most of the pupils perceived corporal punishment as

being good 240 (60.0%). This indicates the effect that corporal punishment had on children and the fact that they accept corporal punishment as a norm because they are not exposed to any forms of positive discipline. On the other hand there were those pupils who felt that corporal punishment was bad for them, about 39.3%. A very small number of pupils were not decisive on whether it was good or bad for them (0.8%).

When asked whether corporal punishment could be eliminated in schools, a majority said it cannot be eliminated (56.1%) and only 43.9% said this was possible. This leaves a lot of challenges in trying to eliminate corporal punishment in schools as it has been deeply institutionalised as a norm. For those pupils who felt it could be eliminated, they had suggestions how that could be achieved. This includes the following as shown in the table below.

Table 6: Suggestions on how to eliminate corporal punishment

<i>Suggestions on how to eliminate corporal punishment</i>	<i>Frequency</i>	<i>%</i>
Reduce number of strokes	62	35.6
Teach teachers to give advice to students	31	17.8
Give advice	26	14.9
Use other means of discipline like pinching	18	10.3
Clean toilets/pick up papers	10	5.7
Law can stop it	8	4.6
Total	174	100

The table above shows that pupils are used to corporal punishment. This is shown by the fact that when they were asked to say how corporal punishment can be eliminated, most of them said that it can be eliminated by reducing the number of strokes. This suggests that they are not looking at eliminating it rather making it less severe. In contrast to those, a significant number of pupils were against beating and were suggesting other forms of punishment like being advised and doing other manual work other than beating. Other pupils suggested enactment of a piece of law to eliminate corporal punishment.

2.2 SCHOOL TEACHERS

The study also had another component where it inter-

viewed school teachers in both primary and secondary schools. The main objective of interviewing teachers was to have their views on corporal punishment and find out whether they practised it. Their perceptions on corporal punishment were an important feature for the report. Questions that teachers were asked were on children's behaviour, practice on corporal punishment, perceptions and awareness of positive discipline.

2.2.1 Children's behaviour

Firstly, teachers were asked on the behaviour of pupils in their respective schools. Teachers were requested to rank whether the behaviour of pupils was good, average or bad. A majority of these teachers reported the behaviour of pupils as being average (64.2%), followed

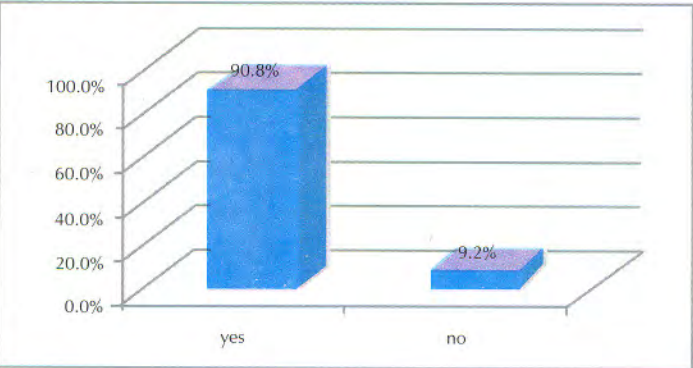
by good (29.2%) and lastly bad (6.7%). They were asked to state the factors that led to the children's bad behaviour. Factors that were mentioned were separation from parents (64.2%) and failure of parents to satisfy the pupil's basic needs and thus causing pupils to behave badly. When pupils misbehave, some teachers are tempted to practice corporal punishment.

As with the pupils, teachers were asked to mention how they controlled bad behaviour of children. Most teachers indicated that they beat the pupils (76.7%), gave advice (90%) and suspended them from school (9.2%) and other (17.5%). Under other responses included manual work and calling parents for advice on the pupils. The responses of the teachers also show that the prevalence of corporal punishment is still high as seen that most teachers beat their pupils for bad behaviour.

2.2.2 Practice of corporal punishment

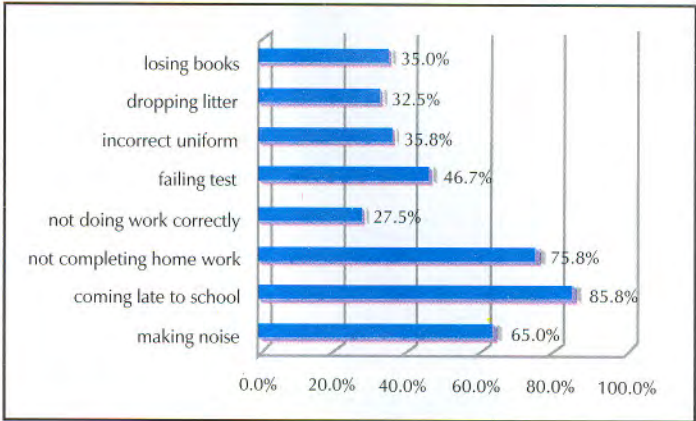
The main aim of the study is to establish the prevalence of corporal punishment in schools from both pupils and teachers. Therefore teachers were also asked to indicate whether the school administered corporal punishment or not. The findings show that more than three quarters of the teachers interviewed indicated that their school administered corporal punishment (90.8%) and only 9.2% did not. This indicates that most schools still practise corporal punishment as shown in the figure below.

Figure 5: Practice of corporal punishment by teachers



They were asked to indicate the most common method of punishment used. The data showed that the most common method of punishment they used was the stick (93.3%). Another method that was used was the duster. There were a number of reasons cited by teachers on why they administer corporal punishment on pupils.

Figure 6: Reasons for punishment by teachers

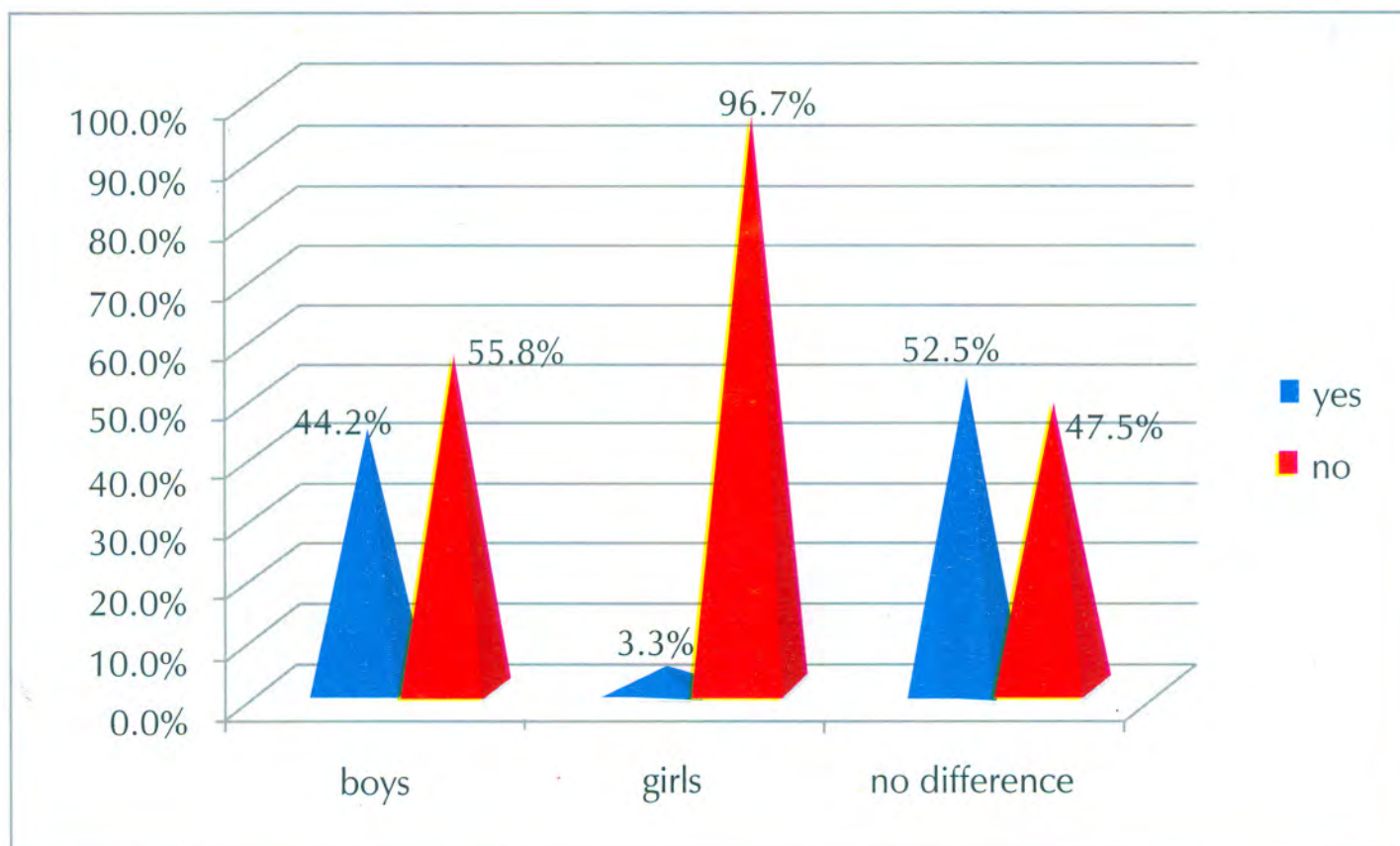


From the figure above it can be seen that teachers punish pupils mostly for coming late to school, not completing home work and making noise.



In as far as gender was concerned; boys were punished more than girls as shown in the figure below.

Figure 7: Children mostly beaten by teachers



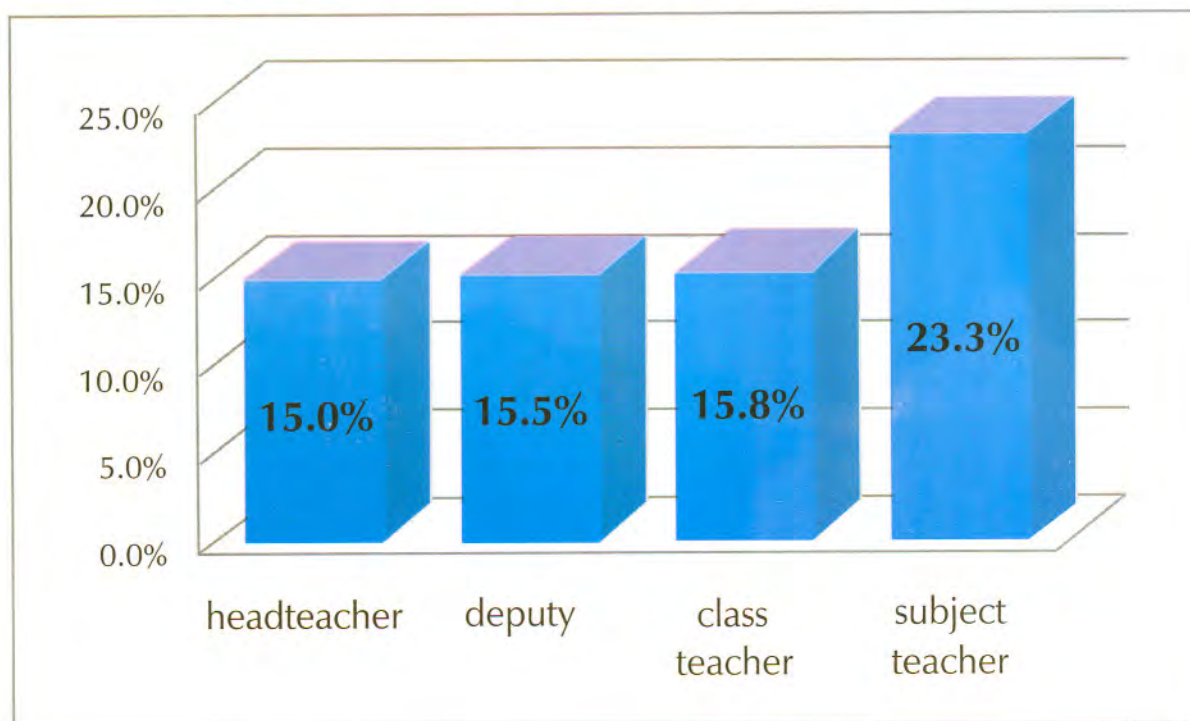
As shown in the figure above, boys were mostly beaten compared to girls. And these were followed by those who noted no difference in gender variations. Reasons given on a higher number of boys experiencing beating compared to girls was that boys were most likely to misbehave (badly, bossy and bully) whereas girls were less likely. Those who noted no difference claimed behaviour of boys and girls was the same and therefore treated them equally. Upper classes were mostly beaten with 43.3% than lower classes (9.2%).

Teachers were also asked to state how corporal punishment was administered, whether this was done in private, in front of other children or in front of other teachers. Most of the teachers reported that the punishment was done in front of other children (47.5%), in private (19.2%) and in front of other teachers (11.7%). This question was in accordance with the Ministry of



Education's corporal punishment handbook which states that punishment should be done by and at the head teacher's office. The study went on to find out on which parts of the body corporal punishment was normally administered. Findings were as follows: hands and buttocks (42.5%), buttocks only (32.5%), hands only (22.5%). Other teachers mentioned that there were those that administer punishment anywhere on the body (1.7%) and others said they did not know as the head teacher was the only one that did it (0.8%). The teachers were also asked to state who administered corporal punishment in the school. A majority of the teachers alluded to subject teachers mostly administering corporal punishment as shown below.

Figure 8: Who administers corporal punishment in schools



Teachers were also asked on the number of strokes given to pupils. The number of strokes ranged from 1 to 10 strokes. A majority of the teachers stated that they mostly administered three strokes (62.5%), and two strokes (19.2%). Amazingly when asked what they considered to be excessive punishment most of them said that three strokes was excessive (40%). These responses from the teachers were rather contradictory as they had indicated that they administered three strokes but they also considered that to be excessive punishment. This may mean that they realised that beating children was not good for pupils.

2.2.3 Effect of corporal punishment

There are a number of effects of corporal punishment

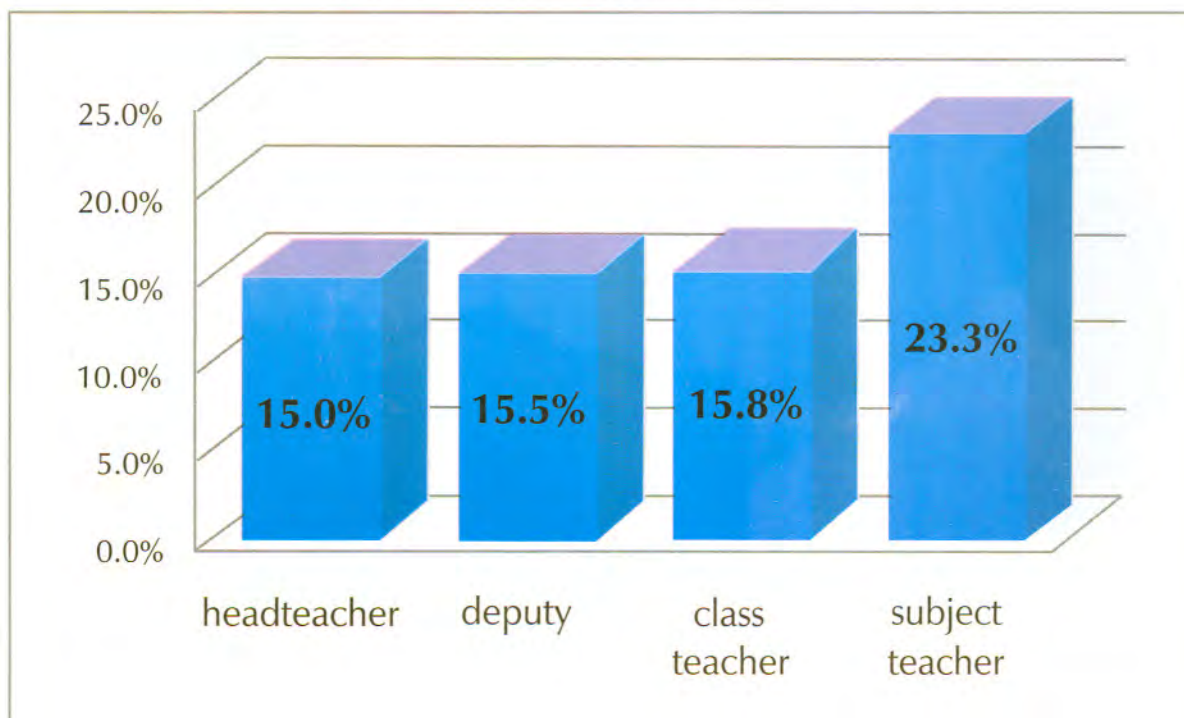
on pupils and these include running away from school, being angry and becoming aggressive. The question asked was whether they had had a child leave school because of corporal punishment. A majority of the teachers (20%) reported that they had had pupils leave school after receiving corporal punishment. On how many had left school in 2008, 29.6% said only one had left school and 33.3% indicated two had left school.

2.2.4 Positive discipline awareness

Positive discipline is a different type of teaching where focus is on solutions than problems and is aimed at developing a child's own self discipline. This is a new way of disciplining pupils than practising corporal punishment. Firstly, they were asked to state whether they

Education's corporal punishment handbook which states that punishment should be done by and at the head teacher's office. The study went on to find out on which parts of the body corporal punishment was normally administered. Findings were as follows: hands and buttocks (42.5%), buttocks only (32.5%), hands only (22.5%). Other teachers mentioned that there were those that administer punishment anywhere on the body (1.7%) and others said they did not know as the head teacher was the only one that did it (0.8%). The teachers were also asked to state who administered corporal punishment in the school. A majority of the teachers alluded to subject teachers mostly administering corporal punishment as shown below.

Figure 8: Who administers corporal punishment in schools



Teachers were also asked on the number of strokes given to pupils. The number of strokes ranged from 1 to 10 strokes. A majority of the teachers stated that they mostly administered three strokes (62.5%), and two strokes (19.2%). Amazingly when asked what they considered to be excessive punishment most of them said that three strokes was excessive (40%). These responses from the teachers were rather contradictory as they had indicated that they administered three strokes but they also considered that to be excessive punishment. This may mean that they realised that beating children was not good for pupils.

2.2.3 Effect of corporal punishment

There are a number of effects of corporal punishment

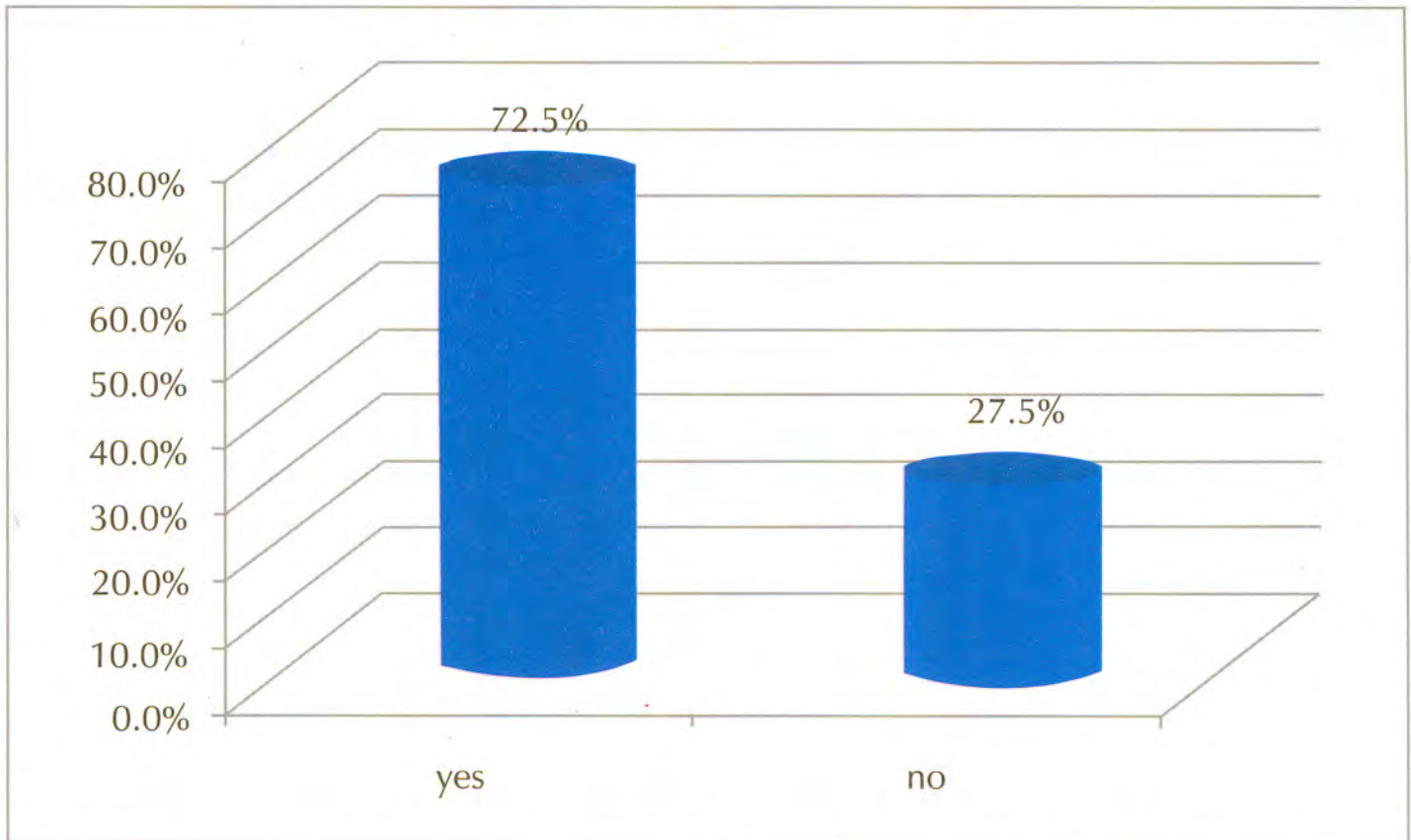
on pupils and these include running away from school, being angry and becoming aggressive. The question asked was whether they had had a child leave school because of corporal punishment. A majority of the teachers (20%) reported that they had had pupils leave school after receiving corporal punishment. On how many had left school in 2008, 29.6% said only one had left school and 33.3% indicated two had left school.

2.2.4 Positive discipline awareness

Positive discipline is a different type of teaching where focus is on solutions than problems and is aimed at developing a child's own self discipline. This is a new way of disciplining pupils than practising corporal punishment. Firstly, they were asked to state whether they

had ever attended a workshop on positive discipline and only 20% had attended a workshop and 80% had never attended any workshop. Most indicated that the workshop was conducted by NGO's (50.0%) and 45.8% said the workshop was conducted by Government. They were also asked whether their school practiced positive discipline. A majority of the teachers indicated that their school practiced positive discipline (72.5%) and 27.5% said their school did not practice it. A figure illustrating responses is shown below.

Figure 9: Does the school practise positive discipline



As seen in the figure above, it can be noted that most of the schools do practice positive discipline. They were therefore asked how they practised positive discipline in their respective schools and most of the teachers mentioned giving advice as the main method they used. Once again, this could be a sign of limited understanding of positive discipline taking into consideration that only 20% had been exposed through workshops yet the results indicate 72.5% are practising positive discipline they had not been trained on.

One important aspect of the study was to establish whether teachers had ever read the School Guide and Regulation Procedures manual on corporal punishment.

Out of the 120 teachers interviewed, about 54.2% had read the manual and 45.8% had not read it. From these results, it can be noted that a majority of the teachers may not be well versed with the manual as only over a half had read it. They were also asked whether there were clear structures in place to implement positive discipline. Clearly there are very few structures if any put in place to implement positive discipline. Only 14.2% said they had structures in their schools. When asked what the structures were, the response was number of strokes, diameter of the stick and that the head teachers were enforcing teachers to follow the guide. These responses also showed that teachers were not succeeding in getting rid of corporal punishment in their schools as they still practised it. When asked if Gov-

ernment was monitoring the use of the manual, only 20% said yes and 56.7% said no, while 23.3% did not respond.

The perception of teachers towards corporal punishment is a subject of interest in this baseline study. The table below shows the perceptions of teachers towards corporal punishment.

The chapter presents the conclusions and recommendations of the study based on the findings discussed in the previous chapter.

Table 7: Teachers' perceptions towards corporal punishment

<i>Perceptions</i>	<i>Agree</i>	<i>Disagree</i>
It is culturally right to hit children	96(80%)	24(20%)
It is biblically right to hit children	104(86.7%)	16(13.3%)
Corporal punishment should be prohibited	31(25.8%)	89(74.2%)
Corporal punishment teaches violence and violates children's rights	32(26.7%)	88(73.3%)
Positive discipline aims at developing a child's own self discipline	113(94.2%)	7(5.8%)
Positive discipline teaches non-violence, empathy and self respect	109(90.8%)	11(9.2%)
I am aware of the disadvantages of corporal punishment	102(85%)	18(15%)
I believe corporal punishment is the most effective form of discipline	49(40.8%)	71(59.2%)
Corporal punishment yields negative long term effects	55(45.8%)	65(54.2%)

3.1 Conclusions

Based on the findings of the study the following conclusions can be made. From the findings it can be concluded that the prevalence of corporal punishment is high as said by teachers (90.8%) and pupils (92.8%). The knowledge of corporal punishment among pupils is also high as 64.5% of pupils knew what it was. This shows that a lot of pupils are now aware of corporal punishment and therefore understand that it is something that is not supposed to happen. Based on the findings there is also a contradiction in that pupils perceived corporal punishment as being good. It shows the extent of the gap in clearly understanding the subject matter. This was evident even in the explanations they gave as some even mentioned that it was abuse on the pupils practised by both parents and teachers. A gap is still evident though in terms of pupils' understanding of what corporal punishment is and its definition and thus this contradiction. Even though most of them knew what it was there is still a need to educate pupils.

Corporal punishment did have an impact on children's physical and mental well being. On average 11% of the pupils had suffered bodily injuries as a result of corporal punishment. This then impacted on their attitudes, about 5% disappeared from school as a result of the beating. Other pupils tended to harm other children and became aggressive and uncontrollable. This shows the extent of corporal punishment on the mind of the pupils and thus the need for intervention.

The awareness on positive discipline was also very high as most of the pupils and teachers knew what it was. About 62.7% of the pupils revealed that their schools practiced positive discipline. Among teachers 72.5% indicated their schools practiced positive discipline. This shows that the practice of positive discipline was lower than the practice of corporal punishment which means that the latter was more prevalent in schools. Even though the practice of positive discipline may seem high, it can be said that teachers seem not to fully under-



stand the term and thus the contradiction. The high practice of corporal punishment was made worse by the perceptions that both pupils and teachers had towards corporal punishment. Both parties had the attitude that it was a good and necessary punishment for pupils to behave well. About 60% of the pupils said it was good and about 80% of the teachers felt it was culturally right to beat children.

On the legality of corporal punishment as described by the Ministry of Education, only 54.2% had read the guidelines for administering such punishment. This indicates lack of monitoring by the Ministry on use of guidelines and the practice thereof. And clearly no struc-

tures were in place to implement this. Pupils on the other hand said they were relying on the law to eliminate corporal punishment and the conclusion is that there are no clear structures for either eliminating corporal punishment or practising positive discipline in schools.

From the findings, it can be seen that the perception of teachers towards corporal punishment is still bad. They still believe it improves a child's own self discipline and it is culturally right and biblically right to hit children. This shows the extent of the problem we are dealing with and how complicated it is to deal with due to these mixed thoughts and ideas. On the other hand pupils felt corporal punishment can be eliminated by law enactment.

3.2 Recommendations

Based on the above conclusions the following recommendations can be made:

- An in-service training programme for teachers needs to be rolled out which will include corporal punishment and positive discipline. The rolling out of such programme will assist teachers to focus on assisting learners in a more conducive environment and not instilling fear among pupils.
- Advocacy on the manual provided by the Ministry of Education towards corporal punishment in the country is needed. This activity will raise awareness on the manual and also promote positive discipline among teachers as it will remind them on the procedures they need to follow when disciplining pupils, as it was revealed in the study that teachers are not really aware of this manual and those who knew it only knew of very few procedures.
- More awareness on positive discipline on both pupils and teachers is needed as the study has shown that both parties still don't understand the concept and how it can be implemented. There is



a need for a national campaign on positive discipline and its implementation as it was evident in the findings that teachers do not fully understand the concept. These campaigns need to provide an in-depth understanding and insight on positive discipline not just minor information dissemination campaigns. Teachers need to really understand how they can implement positive discipline in their schools.

- More advocacy and teaching on corporal punishment is needed so as to eliminate the sensitivity of this subject as it is still considered to be Save the Children's concept and from their responses it is a good practice.
- The involvement of subject and class teachers in the rolling out of these programmes is necessary since they are the ones who practice corporal punishment more than head teachers. The study showed that subject and class teachers are the ones practising corporal punishment and therefore targeting them is crucial when implementing programmes.



References

1. Ending Corporal Punishment of Children of South Africa, Save the Children Sweden, 2005
2. Ending legalized violence against children, Save the Children Sweden, 1997
3. Positive Discipline at your school, Save the Children Sweden, 2007.

Save the Children Swaziland

P.O. Box 472

MBABANE

Swaziland

H100

Lilunga Street

Msunduzi Road

MBABANE

Swaziland

Tel: (+268) 404 2573/(+268) 404 3277

Direct line: (+268) 404 5181

Fax: (+268) 404 4719

email: childsav@savethechildren.org.sz

Web site: www.savethechildren.org.sz