

Prevalence factors associated experience of corporal punishment in public schools in South Africa.

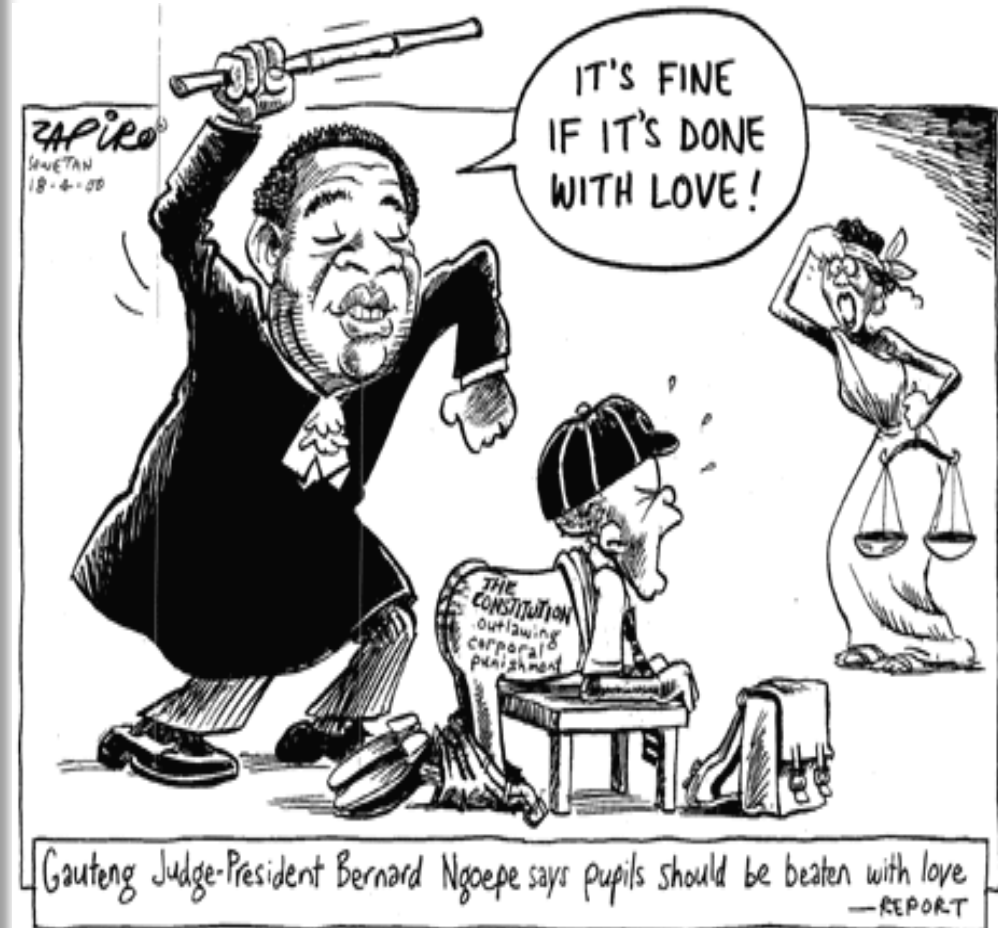
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We know that:

- Corporal punishment as common practice globally
- Perceived to be an effective method to control behavior & to discipline learners
- CP has been banned at school, but much more difficult to regulate at home
- Myriad of individual, school, family and broader community level risk factors.

But:

- few nationally-representative studies in South African schools.
- recent quantitative research exploring factors associated with the use of CP in schools in South Africa is rather scanty
- quantitative studies that demonstrate pathways to learner experiences of CP in public schools in SA is limited



Study objectives

- Determine the prevalence of CP in schools experienced by learners in the past 6 months of baseline data collection
- Investigate the factors associated with learners' experiences of CP at school.
- Last, using structural equation modelling techniques we elucidated pathways to the learners' experience of CP at school.

Methods

- Study design: Baseline survey in a cluster RCT
- Inclusion criteria
 - Schools within 50 km radius
 - All grade 8 learners from the 24 selected schools

Sample size:

Location: Gauteng, South Africa.

Data collection

self-administered questionnaire loaded in an Ipad

Questionnaire completed in class with help of trained field workers

Data analyses

STATA 13 Software

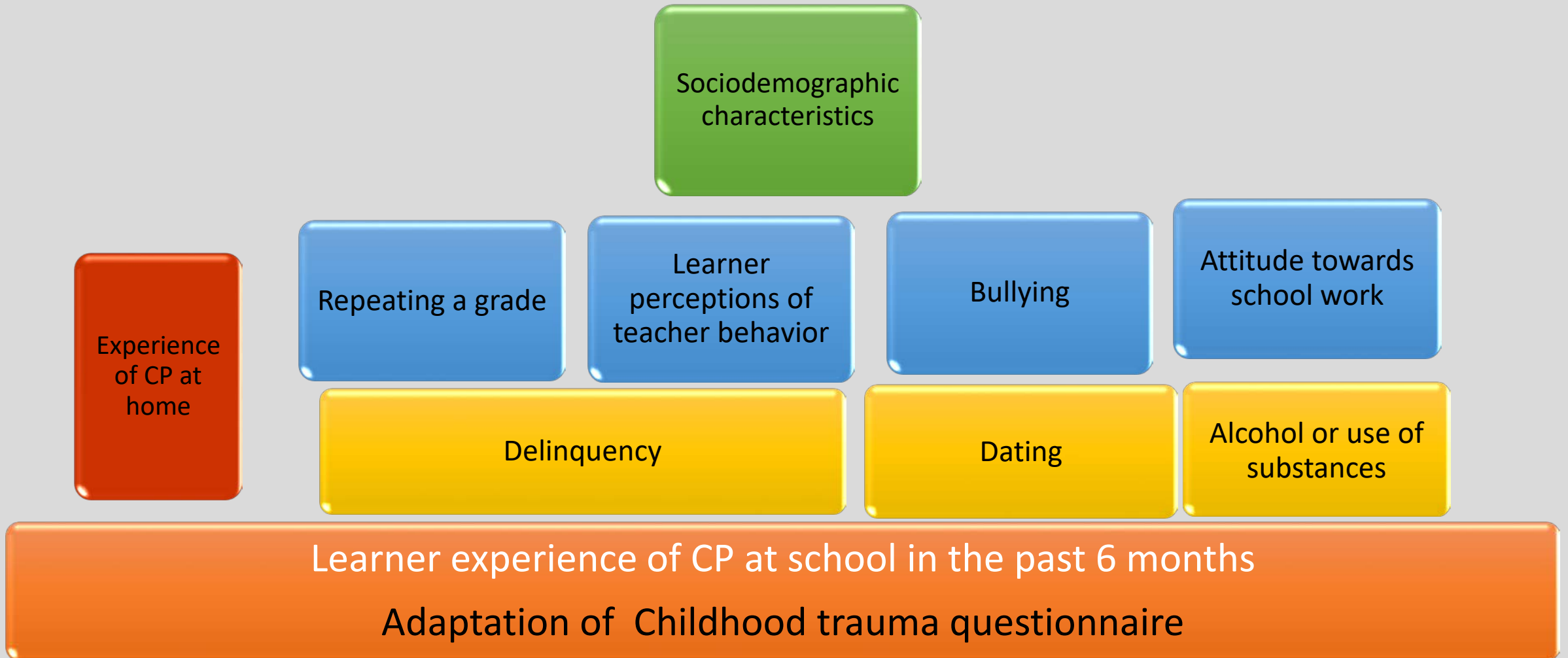
Bivariate analysis

Multiple logistic regression modelling

Structural equation modelling



Key variables and measurement



Socio demographic factors and experience of CP

			Boys		Girls			
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>p-value</u>	
Age of learner								
<=12yrs	790	21.11	248	15.26	542	25.59	<0.001	
13yrs	1871	49.99	739	45.48	1132	53.45		
14yrs	728	19.45	408	25.11	320	15.11		
>=15yrs	354	14.15	230	14.15	124	5.85		
Type of housing								
Brick house/flat	2587	69.17	1128	69.5	1459	68.92	0.793	
Informal settlement	552	14.76	232	14.29	320	15.12		
Biological parents at home:								
None	541	14.48	227	14.02	314	14.83	0.082	
Mother only	1339	35.83	547	33.79	792	37.39		
Father only	142	3.8	69	4.26	73	3.45		
Both father & mother	1715	45.89	776	47.93	939	44.33		
Caregiver employment								
None	1745	46.70	800	49.41	945	44.62	0.014	
Female caregiver only	856	22.91	372	22.98	484	22.85		
Male caregiver only	546	14.61	223	13.77	323	15.25		
Both male and female caregiver	590	15.79	224	13.84	366	17.28		
Experience of corporal punishment								
At school	1953	52.46		974	60.5	979	46.33	<0.001
At home	1675	44.86		781	48.27	894	42.25	0.003

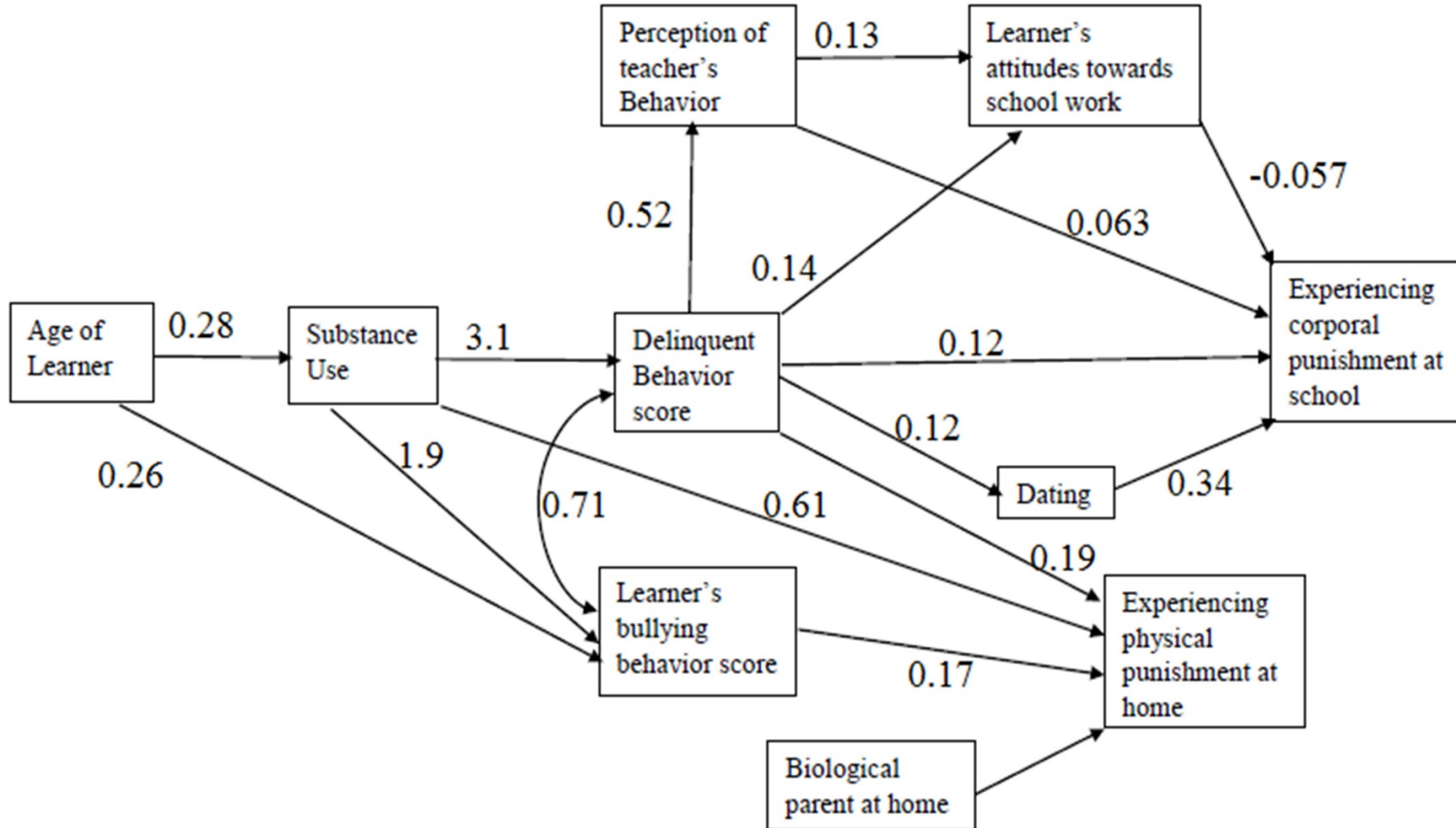
Factors associated with experience of CP at school

	BOYS				GIRLS			
		95 % CI				95% CI		
Factor	AOR	LCL	UCL	p-value	AOR	LCL	UCL	p-value
Biological parents at home								
None	Ref				ref			
mother only	0.90	0.64	1.26	0.534	0.85	0.67	1.08	0.137
father only	0.64	0.40	1.03	0.065	0.58	0.31	1.06	0.079
Both father & mother	0.72	0.52	0.97	0.034	0.82	0.68	1.00	0.055
Ever dated	1.47	1.12	1.93	0.006	1.42	1.16	1.75	<0.001
Delinquent behaviour	1.09	1.04	1.14	<0.001	1.06	1.00	1.12	0.073
Perceived negative teachers' behaviour	1.05	1.03	1.08	<0.001	1.06	1.04	1.08	<0.001
Experienced physical punishment at home	1.63	1.33	2.00	<0.001	1.58	1.29	1.93	<0.001

Other factors

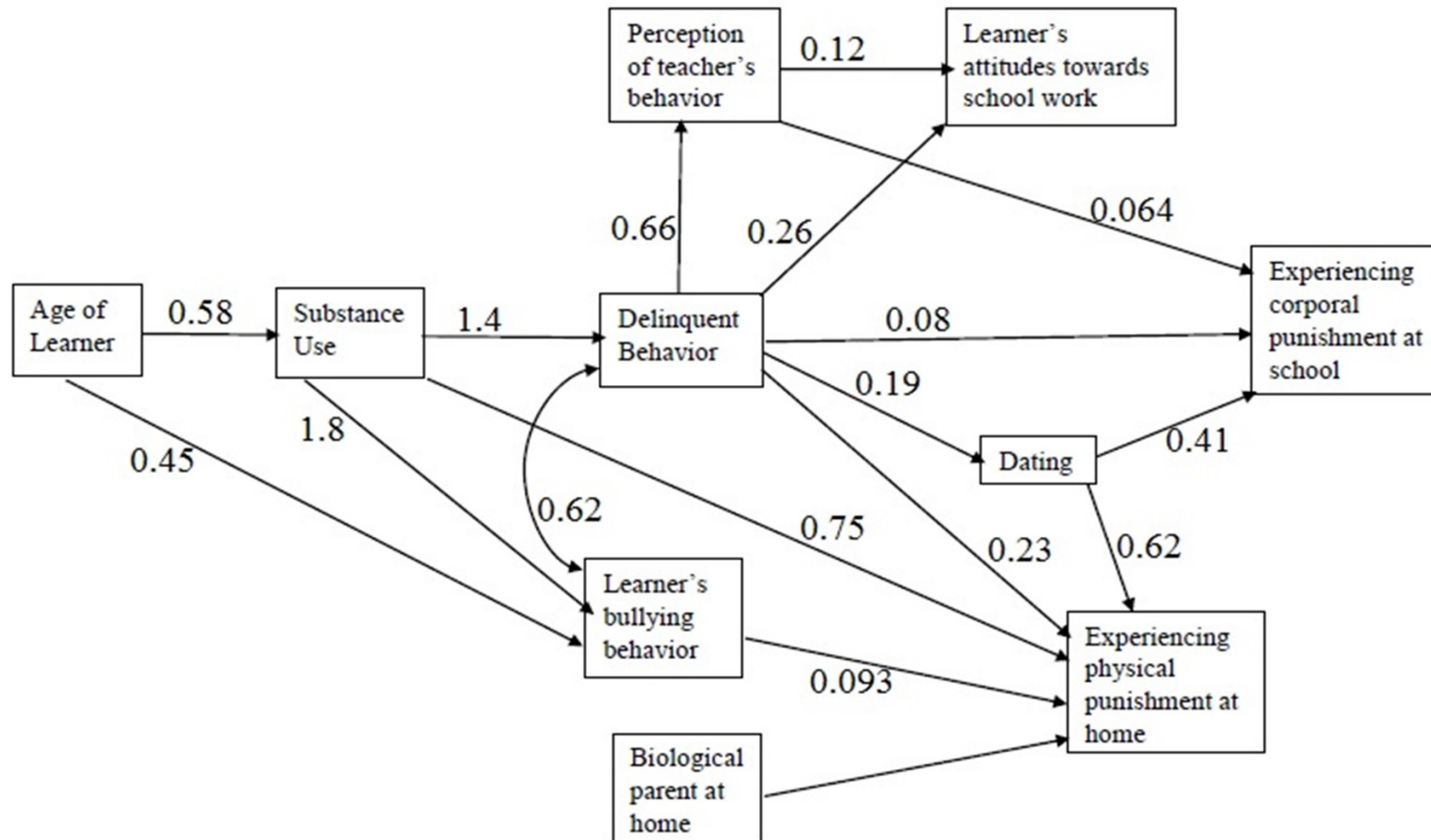
- Age
- Repeating a grade
- Negative attitude towards school work
- Alcohol or substance use
- Bullying

Pathways to experience of CP for boys



Indirect effect of age, substance use and bullying, mediated by engagement in delinquent behaviour.

Pathways to experience of CP for girls



Similar to boys, except for girls attitude towards school work

Conclusions

1

Strongest association of CP at school to CP at home

Changing the culture of disciplining children

2

Delinquency as a central underlying factor to CP at school and home

non-violent strategies to deal with delinquent behaviours

3

Progressive discourse on alternative means of improving academic performance (positive discipline)

4

Research that captures the views of parents warranted

5

Further research including longitudinal studies

Limitations

- Cross-sectional data
- Non inclusion of parents and teachers
- Self reports from teenagers