Asian Social Studies and
Applied Research (ASSAR)
Published by ASAR Council

Volume 2 Issue 4
November, 2021
ISSN (E): 2709-9229

Demographic Predictors of Corporal Punishment in Secondary School Teachers

AHMAD TAHA
Research Scholar, Department of Clinical Psychology
University of Management and Technology, Lahore, Pakistan.
Email: F2020146029@umt.edu.pk

SOBIA GUL
Research Scholar, Department of Clinical Psychology
University of Management and Technology, Lahore, Pakistan.
Email: Sobiagul0013@mgail.com

Dr. AMBREEN SALAHUDDIN
(Corresponding Author)
Assistant Professor of Gender Studies, Department of Sociology,
University of Management and Technology, Lahore, Pakistan.
Email: ambreen.salahuddin@umt.edu.pk

Abstract

According to one survey, 63% of children aged 1-14 experienced physical punishment in the past month from caregivers in Sindh (n=46,218) (Sindh Bureau of Statistics & UNICEF, 2015). The present study is aimed at reducing the massive prevalence of Corporal Punishment in Pakistan by identifying demographic predictors of Teacher CP. This will empower the campaign against CP in Pakistan to guide schools on teacher selection as the variables in this study are not changeable. The sample was of secondary school teachers from various different schools in Lahore (n=118). The participants were asked to provide information related to their Degree Received year, age, Teaching experience in current school, Teaching Experience overall, Paternal age at marriage, Maternal Age at marriage, gender, education, marital status, parental status, number of people living in house, sole bread winner, Number of Children, degree received year, salary, current family type, education, average time from home to school, father's education, mother's education, age of becoming parent, Family type growing up, Current family type, Age of marriage, number of children, father spent time at home, Father's participation at home, Approval of Violent Penal Code, father victim of Corporal punishment, Mother victim of Corporal punishment, Victim of Corporal Punishment from teacher, Father to mother emotional support and Extended family support to parents. Correlation analyses were conducted followed by regression analyses to narrow down the findings to two results: Degrees received recently lead to positive ATCP and Presence of Fathers lead to positive ATCP. Explanations of these predictions and related previous literature were discussed.

Key Words: *Teacher Corporal Punishment, Teacher selection, Demographic Predictors, Presence of Father, Degree Received Year.*

Introduction

Corporal Punishment is defined as the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behavior by the child's guardian or teacher which is perceived as undesirable by the child (Straus, 1994a, p. 4). This distinguishes it from Physical Abuse in which injury is intended by the child's guardian for the purpose of correction. It also distinguishes from sadism in which the intention is to cause pain but not for the purpose of correction. Thirdly, it distinguished from father child rough and tumble play as it is perceived as undesirable by the child. Fourthly, it distinguishes from aggression from a child to the elder for the purpose of correction because the definition states it is used by the child's guardian or teacher.

Prevention of CP lead to removal of all the negative effects of CP. It can also lead to decrease in physiological diseases including asthma, CVD and cancer as adults (Hyland, Alkhalaf, & Whalley, 2013). Corporal Punishment may also lead to increased child/adult antisocial behavior and aggression and decreased quality of relationship with parent and decreased child mental health, among ten harmful effects in a meta-analysis of 88 studies (Gershoff, 2002).

Four types of research were found in an extensive literature review: Effects of CP, Prediction of CP, Effects of prevention programs and Prevalence of CP. Research is minimum in Prediction of CP whereas most of the research is conducted to examine its effects. The research on effects after Gerschoff's (2002) meta-analyses of 88 studies and a sample of 36,309 had become conclusive. Recently, a follow up meta-analyses has covered for its limitations such as lack of longitudinal studies has found the same results Ferguson (2013). Hence, the research on effects has led to a consensus and conclusion that CP should be banned. In contrast, prevention research is in its beginning and only one study has been conducted in Pakistan for prevention of CP (Shah & Ali, 2011).

Furthermore, the work that needs to be done still is work on prevention and prediction. Ethically, before any prevention efforts are conducted the likes of which are common in the slogans of "maar nhin pyar", should be conducted after rigorous prediction studies. This is the second reason why the present study focuses on prevention and prediction of CP.

Moreover, the present study focuses on prediction and prevention of CP is because of the widespread prevalence of CP. One report found that 63% of children aged 1-14 experienced physical punishment in the past month from caregivers in Sindh with males, low education, low SES, rural regions were more likely to be victims (n=46,218) (Sindh Bureau of Statistics & UNICEF, 2015). In another major report around 70% of teachers and around 80% of parents agreed or strongly agreed that Corporal Punishment is useful in small doses (Plan International, 2013). Hence, despite legal ban of Corporal Punishment there is widespread acceptance of Corporal Punishment, which advises to the necessity of preventive programs of Corporal Punishment.

Three reasons have been presented for the necessity of prevention in Pakistan of CP. The consensus in psychology about the effects of CP, prevention programs being conducted without research on prediction of CP and the high prevalence of CP in Pakistan. Fourth reason is that prevention research is most needed when there are laws that have already been made. This situation of alarming rates of corporal punishment despite laws is not an exception but the rule as evidenced by high rates of corporal punishment in South Africa (Payet & Franchi, 2008) and Tanzania (Frankenberg et al., 2010) after law making. Cross cultural research on prohibition of CP on a sample of 5,000 across 5 countries that analyses effectiveness of laws concluded that information campaigns are necessary for prohibition "to fully achieve its potential effects"

(Bussman, Erthal, & Schroth, 2011). Even though Pakistan has made laws banning, it seems it still has a lot of prevalence. If Pakistan has massive prevalence of CP despite law making, this means that prevention efforts are most needed.

The only way parents can know about the harmful effects of CP is by being informed of the results of the research showing the harmful side effects. The final reason for the research on prevention is the lack of coverage of this topic in psychology generally. Douglas and Straus (2007) opine that social scientists are not giving parents that information, not even in child development or child psychiatry textbooks. Perhaps the lack of coverage in books is the reason for the lack of research on this topic. Nonetheless, given this ignorance it is no surprise that a study of 237 clinical child psychologists (Schenck, Lyman, & Bodin, 2000) found that although they were generally opposed to corporal punishment, two thirds considered it ethical to advise using corporal punishment under some circumstances. Knox and Brouwer (2008) found that approximately one third had recommended spanking at least once in the past year to parents of children age 5 years or younger. This in turn explains why members of a national professional listserv concerned with child abuse, found that 90% of the lawyers and 70% of the physicians (n=380) believed there are occasions when it is OK to spank a 6- to 10-year-old child (Burgess, Block, & Runyan, 2010). This shows that lack of information available significantly impacts the rationality of using corporal punishment. Corporal punishment, it seems according to its foremost researchers is the best kept secret of child psychology (Murray A. Strauss, 2014).

However, the research on prediction is based not only to enhance prevention efforts in general but primary prevention efforts in particular. Primary prevention such as information campaigns are necessary when the effects of a certain variable are not easily managed at the secondary and tertiary levels. For example, alcohol abuse has a 99% rate of relapse. Similarly, Depression has very high relapse rates. Other events such as physical abuse or homicide are cause irreversible damage that should never have been thought to be managed at the tertiary stages. Research has established that CP leads to Depression (Afifi et al., 2006; MacMillan et al., 2001) and Depression has prevalent rates in Pakistan ranging from above 70% in rural females to a lower limit of 10% in urban males (Mirza & Jenkins, 2004; Mumford, Saeed, Ahmed, Latif, & Mubashar, 2000; Mumford, Nazir, Jilani, & Baig; 1996). Research has also established that high prevalence of CP leads to higher homicide rates (Molnar et. al., 2003) and Pakistan is no exception which hosts the third highest homicide rates in all Asian countries from 2012-2016 with rates averaging 10,000 murders every year (UNODC, 2016). Finally, research has established that higher rates of CP leads to higher rates of physical abuse (Gil, 1979; Kadushin & Martin, 1981) and physical abuse has an epidemic prevalence of 35% among 1-14 year olds in Pakistan in a sample of around 35,000 (Sindh Bureau of Statistics & UNICEF, 2015).

This study uses Demographic variables for prediction of teacher CP. The choice of teachers is because predicting teachers who can use CP may save hundreds of children from CP, whereas predicting it in parents would only save a single child. Secondly, teachers who approve of CP while not implementing it, may share their violence approving beliefs with hundreds of children even if they do not use CP. This is why prediction of teachers is very important in an area of research where most of research on prediction of CP is based on sample of mothers. Yet, teachers are usually female and belong to the roles of mother and housewife and these are exactly the roles that experience the greatest amount of psychological distress which is a predictor of CP (Bird, 1997; Gove & Tudor, 1973; Gore & Mangione, 1983; Horowitz, 1982).

Demographic predictors in particular are used because they can easily be used in teacher selection procedures of any format. They only have to ask a single important question. The second reason for the

use of demographic variables is that they do not change usually. Gender, SES, past events do not change easily. Those variables that are relatively more constant are naturally better predictors of teacher CP over the next 10 or 20 years.

An interesting study in Sindh that took a sample of over 2,000 children studied through focus groups (Khuwaja et al., 2018) found that males received more CP than females possibly due to increased violence in boys to other boys. Secondly, it found that those who received CP from parents also received more CP from teachers, probably due to mediation of increased externalizing problems in the child. Even more deplorable results showed that those who were suffering from lack of food in home received more CP. However, this research did not focus on prevention and how that prevention is possible and hence was another study in the long list of negative effects of CP.

Previous research in India focusing on teacher CP qualitatively (Ghosh et al., 2016) has found that there has been too much power given to teachers in the subcontinent which leads to CP by the teachers. On the other hand, parents put too much trust in teachers compared to their children which leads the children not to be able to complain against them. Thirdly, the students are hopeless naturally that there can be anything done about the situation.

However, most relevant to our study was one conducted to explore the impact of Gender on CP (Haleem et al., 2018). The scale was administered to students and asked for the types of CP inflicted upon them. The results indicated that in 200 students across 10 schools in KPK female teachers used less CP than males and made an implication regarding hiring and promotion of female teachers.

Overall, the studies conducted in Pakistan have not focused prevention and prediction except for Gender and that too through the use of CP rather than attitude towards CP. Attitude towards CP is more useful as a teacher might make one child more violent whereas it changes the attitude towards violence in all other children in the class. In comparison, most of the research on prediction of CP either included children who were younger than 12 or did not mention the age of children. The only study found that was conducted on teachers using attitude measures of CP (Khoury-Kassabri, 2012) had used teachers of primary instead of secondary school. Therefore, due to the gap in previous research secondary school teachers were selected. Secondly, the prevalence in Pakistan of CP is higher in 8th graders compared to 4th graders (NAES, 2008) which is why secondary school teachers were preferred as a sample.

Methodology

According to the research title, Correlational Cross-sectional research design was employed in this research in order to quantify the demographic variables contributing to corporal punishment in secondary school teacher.

Sample and Sampling Characteristics

Sample was taken from Public and Private School teachers in Lahore with a (nonprobability) purposive sampling strategy. Sample of 120 teachers (M=31, F=72) of secondary schools (6-12th graders) was taken. Up to 18 teachers did not mention their gender.

Exclusion Criteria

- Teachers who were visiting were excluded

Table No 1: Demographic Characteristics of the sample (N=118)

Variables	Range	*f* (%)	M (SD)
Gender			
Male		31 (26.3)	
Female		72 (61.0)	
Teacher Age	22-68		35.3 (10.6)
Teacher experience			
current	0.2-32		6.3 (6.2)
Overall	0.2-34		10.1 (8.6)
Salary	1-600000		56756.5 (85494.6)
People living in house	2-14		6.4 (2.4)
Current family type			
Joint		46 (39)	
Nuclear		56 (47.5)	
Age of marrying	17-37		24.7 (4.2)
Education			
Fsc		6 (5.1)	
BA		38 (32.2)	
MA		40 (33.9)	
MPhil		5 (4.2)	
PHD		1 (1)	
Number of children	0-7		2.1 (1.6)
Father spent time at home			
Yes		35 (29.77)	
No		74 (62.7)	
Father Victim of CP			
Yes		28 (23.7)	
No		78 (66.1)	
Mother Victim of CP			
Yes		16 (13.6)	
No		93 (78.8)	
Victim of CP from Teacher			
Yes		41 (34.7)	
No		68 (57.6)	

Note. M=mean, SD= standard deviation and CP= Corporal punishment

Operational Definition of Variables

Corporal Punishment

Corporal punishment is the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correction or control of the child's behavior" (Straus, 1994a, p. 4).

Assessment Measures

Demographic Information Questionnaire

The participants were asked to provide information related to their age, gender, education, marital status, parental status, number of people living in house, sole bread winner, Number of Children, degree received year, salary, current family type, education, current family type, father spent time at home, father victim of Corporal punishment, Mother victim of Corporal punishment and Victim of Corporal Punishment from teacher.

Corporal Punishment

The scale has been used in the 2 studies that relate Attitude Towards Corporal Punishment to Trait Anger (Ateah & Durrant, 2005; Durrant, Broberg, & Rose-Krasnor, 1999) and hence as the outcome variable becomes a source of better comparison. It has been found to be a significant predictor of use of Corporal Punishment (Jackson, 1999; Holden et al., 1995) and frequently the most important predictor of its use (Ateah & Durrant, 2005; Socolar & Stein, 1995).

It has also shown convergent validity with other measures of Attitude towards Corporal Punishment POPA Attitudes score (Winebarger, Leve, Fagot, & May, 1993) (r=.60) and Dimensional of Discipline Inventory (Straus & Fauchier, 2011) (r=.70) in one study (Russa, Rodriguez, & Silvia, 2013). At the same time the inventory is shorter than both these measures and has higher internal consistency (α=.92) and higher test-retest reliability of .76 and greater sensitivity with a 7-point Likert type response format. These qualities might be due to the inclusion of four reverse coded items out of 10 items.

Procedure

Permission to use each instrument was taken from respective authors. After attaching the demographic form and informed consent sheet, the questionnaire was shown to authorities of schools in Lahore that taught students from 6th onwards. The school authorities allowed the questionnaire to be filled from willing teachers of grades 6th onwards. Due to the length of the questionnaire, the message was communicated to teachers that they could fill in the questionnaire over the next week. It was also communicated that it was not necessary to fill in the entire questionnaire, rather it was better to leave questions than forcibly answering them. This decreased fake information and fatigue effects. The informed consent sheet detailed the rights of withdrawal and confidentiality. If teachers filled in the questionnaire in front of the researcher, those that completed the questionnaire very early were discarded. Similarly, after coding the data those that filled in the data with a clear pattern (e.g. all 5s) agreeing on contradictory statements were excluded. Furthermore, those questionnaires that filled in more than 70% were included. This lead to the exclusion of 8 cases. Furthermore, after coding in the results caution was taken when impossible or contradictory demographics were filled e.g. responding 1 on salary or age. These results were not added as they could greatly affect the mean scores. Similarly, descriptive statistics usually hinted at the presence of such values which were excluded.

Ethical Consideration

The informed consent sheet detailed the rights of withdrawal and confidentiality. Furthermore, to ensure confidentiality (participant and school name was not asked instead numbers were used for the participants). Participants were given at least a week to fill in the questionnaire at the appropriate time

and place of their comfort. Assessment scales were used after seeking permission from the author. Results were shared with the supervisor only.

Findings

Reliability Analysis

The table depicting the statistics; including mean, standard deviation and alpha reliability of the instruments through Cronbach alpha used is placed below in Table 2.

Table No 2: Descriptive Statistics and Reliability Coefficients of Attitude Towards Corporal Punishment Scale (N=118)

Scale	k	M	SD	Minimum-Maximum Actual	Potential	α
Attitude Towards Corporal Punishment	8	20.3	5.6	8-38	8-40	.60

Correlation Analyses

A negative relationship between Teacher's Age and Attitude towards Corporal Punishment was hypothesized. Secondly, negative relationship between Teacher experience of Overall and Corporal Punishment was hypothesized.

Table 03

Summary of Correlations for Continuous Demographics and Attitude Towards Corporal Punishment, (N=118)

	Variable	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	**ATS**	-.191*	.026	-.155	.119	.027	.000	.145	.097	-.023	-.089	.146	.147	.001	-.213*	.223*	-.173*
2	**TA**	-	.511	.759	-.138	-.160	.115	.115	.052	.061	-.098	-.137	-.110	.391	.034	-.065	-.047
3	**TECS**		-	.631**	-.233**	-.133	.120	.050	.239	-.030	-.140	-.135	-.096	.073**	-.026	.020	-.086
4	**TEO**			-	-.187	-.155	.179	-.031	.149	.163	-.091	-.036	.060	.185	-.063	.058	-.021
5	**FMA**				-	.600**	-.020	-.047	.110	.051	.351**	-.060	-.237	.087	-.007	.010	-.155
6	**MMA**					-	-.018	-.086	.133	-.189	.237*	-.182	-.255	-.267*	-.019	.023	.064
7	**Salary**						-	-.018*	-.086	.133	-.189	.237	-.182	-.255	-.267	-.019	.023
8	**PLH**							-	-.070	.077	-.134	.013	-.144	.275*	-.068	.060	.046
9	**ATHS**								-	-.128	-.068	-.295*	-.240	-.073	-.279*	-.031	-.167
10	**FED**									-	.348**	.353**	.278*	-.121	.039	-.042	.061
11	**MED**										-	.170	.019	-.243	.154	-.168	-.048
12	**AoM**											-	.746**	-.230	-.035	.039	.185
13	**AoP**												-	-.217	-.025	.049	.359**
14	**NoC**													-	.035	-.039	-.031
15	**Ed**														-	-.999*	-.154
16	**DRY**															-	.160
17	**FSTH**																-

Note.*p<.05, **p<.01, ATS=Attitude towards Corporal Punishment Scale, TA=Teacher's Age, TECS=Teacher's Experience in Current School, TEO= Teacher's Experience Overall, FMA=Father's Marriage Age, MMA=Mother's Marriage Age, PLH=People Living in House, ATHS= Average Time from Home to School, FED= Father's Education, MED=Mother's Education, AoM=Age of Marrying, AoP= Age of Parenthood, NoC= Number of Children, Ed= Education, DRY=Degree Received Year and FSTH=Father Spent Time at home.

Thirdly, a positive relationship between Father's Age of marrying and Attitude towards Corporal Punishment was hypothesized. Fourthly, a negative relationship between Education and Attitude towards Corporal Punishment was hypothesized. Fifth, a positive relationship between People Living in House and Attitude towards Corporal Punishment was hypothesized. Sixth, a positive relationship between Age of Marriage and Attitude towards Corporal Punishment was hypothesized. Pearson Product Moment Correlation was applied to explore the above mentioned hypotheses and results are shown in the above table.

Teacher age and Education were found to be significantly positively correlated with Attitude towards Corporal Punishment while Father's Education, Father's age of marriage and Teaching Experience were found to be non-significantly correlated. Additionally, Age of Parenthood and Age of Marriage also neared significance. Number of Children had no correlation with CP whatsoever whereas People living in home neared significance.

Hierarchical Regression Analysis

Table No 4: Attitude Towards Corporal Punishment

Predictor	ΔR^2	β
Step1	.371*	
Teacher's Age		-.719**
Teacher Experience Overall		.409
Father's Age of Marrying		-.176
Education		.540
People Living in House		1.09
Age of Marriage		.265
Father Spent time at Home		-3.84
Step 2		
Degree Received Year		.406

Note. *P<.05 **P<.01. ΔR^2= R Square Change, β= Beta

Hierarchal regression was carried out. Teacher's Age, Teacher Experience Overall, Father's Age of Marrying. Education, People Living in House, Age of Marriage, Father Spent time at Home was in step 1. Overall model accounted for 37.1% of variance of Attitude towards corporal punishment with F (7, 26) = 2.192 p>.05. The result of the analysis revealed that Teacher Age was found to be significant positive predictors for Attitude towards corporal Punishment.

Discussion

It was found that those with an absent father were more likely to approve of CP. This was an exploratory variable which has not been found in the CP literature reviewed. However, this is in line with other findings that have documented that the cultures with violent men are the ones in which there is low paternal involvement in childrearing (Whiting & Edwards, 1965). This finding has been explained by the lack of paternal involvement leading to excessive reliance on male peer relationships that leads to an emphasis on dominance hierarchies (Draper & Harpending, 1982; Draper & Harpending, 1987). There has also been recent evidence supporting this connection (Herzig & Mali, 1980; Miedzian, 1991; Dutton, 1995).

The second demographic positive predictor was Education, which meant that higher Education lead to more favorable attitudes towards CP which is counter intuitive. However, this can be explained through the relationship of CP with Degree Received year. This meant that the degrees received more recently lead to more favorable attitudes towards CP. Therefore, it might not be an increase in Education but rather a delay in the time of Degree Received that may lead to more CP. In other words, those who had increased education might have received their Degrees later, and later Degrees have more favorable attitudes towards CP.

There could be 2 explanations for the relationship between Degree Received Year and CP. either the older education was against Corporal Punishment or the increase in Teacher Age leads to less favorable attitudes towards CP. However, it has been mentioned before that CP approving culture has become less rigid in recent years compared to older ones, therefore increase in Teacher Experience has to be the reason for the prediction of CP. Since Teacher Age was significantly negatively correlated to ATCP it meant that increase in Teacher Age lead to less favorable attitudes towards CP. This might be the more evident explanation of why Degree Received Year was a positive predictor of ATCP. The emphasis seems to be on experience in Education and hence using CP rather than degree Received in Education. This way we can also explain why those who were married earlier or those who have more experience with children also had less favorable attitudes towards CP.

People living in house and number of children was not significantly correlated to CP. However, prior literature has found that higher number of children is related to higher rates of CP (Dietz, 2000; Flynn, 1994; Straus, et al., 1980). The current study did find a near to significant correlation in the same direction. It might not have reached significance for the following reasons: The present study had a sample of teachers while the other studies had a sample of parents. It might be that a teacher is not equally stressed by an increasing number of children in their family compared to non-teaching mothers due to their expertise in handling groups of children. Furthermore, our sample included male teachers who don't share the burden of parenting in the same way. Thirdly, Pakistani culture has a norm of more children than European cultures on which other studies were conducted. Fourthly and more importantly this study did not measure actual occurring CP as in previous studies and measured attitudes towards its use instead.

Implications

Programs preventing CP should influence the administration in such a way that those teachers with absent fathers in their childhood are not hired for the safety of school children. Prevention Programs that focus on schools should recommend that less experienced teachers, those with an absent father in childhood and those whose parents married earlier should be screened with regards to CP before hiring. Similarly, such factors should be considered in promotion of teachers as well. Furthermore, other Prevention Programs may screen these teachers for training regarding CP.

Increased Education predicted more favourable attitudes towards CP while older Degrees in Education, increased Teacher Age and earlier Age of Marriage predicted less favourable attitudes towards CP. Therefore, this acts as a crucial alarm bell for teacher trainers to put more emphasis on experience with children rather than education. Secondly, Prevention Programs should recommend experienced teachers for hiring and promotion policies as compared to those with higher Degrees for the purpose of Decreasing CP.

Recommendations for Future Research

- Further research needs to be conducted on samples of male teachers and male students to see if the findings are the same for them. One of the reasons mentioned for increased CP by teachers is the role stress of being housewife. Further research can see if male teachers who don't share the burden of parenting in the same way are more favourable towards CP or less favourable controlling for other variables such as Approval of Violence which are increased in males.
- This study found that earlier Degrees, increased Teacher Age and earlier Age of Marriage might be good reasons to explain how increase in Education may lead to less favourable attitudes. It is speculated that all these variables have to do with more experience with children. However, further research needs to be conducted to confirm the hypotheses that increase in Education leads to more favourable attitudes towards CP and that this might be explained by the mediating variables of experience with children.
- Future research can work on effectiveness of programs aiming reduction of CP that inhibit hiring and promotion procedures by looking at the following factors: earlier Degrees, increased Teacher Age, earlier Age of Marriage, later age of parental marriage and absence of father in childhood. A longitudinal study may see the effects of the inclusion of such a process on observed CP.
- Future research may explore whether and why personal Age of Marriage is predicting attitude towards CP positively whereas Father Age of Marriage predicting attitude towards CP negatively.
- It might be that a teacher is not equally stressed by an increasing number of children in their family compared to non-teaching mothers due to their expertise in handling groups of children.
- Finally, cultural variables may be researched in the future. For example, Pakistani culture has a norm of more children than European cultures on which other studies were conducted that lead to a positive significant relationship of number of children with CP. It might be explored how norms effect demographic predictors.

References

Afifi, T. O., Brownridge, D. A., Cox, B. J., & Sareen, J. (2006). Physical punishment, childhood abuse and psychiatric disorders. *Child Abuse & Neglect*, *30*(10), 1093–1103. https://doi.org/10.1016/j.chiabu.2006.04.006

Ateah, C. A., & Durrant, J. E. (2005). Maternal use of physical punishment in response to child misbehavior: implications for child abuse prevention. *Child Abuse & Neglect*, *29*(2), 169–185. doi: 10.1016/j.chiabu.2004.10.010

Bird, C. E. (1997). Gender Differences in the Social and Economic Burdens of Parenting and Psychological Distress. *Journal of Marriage and the Family*, *59*(4), 809–823. doi: 10.2307/353784

Burgess, A., Block, S., & Runyan, D. K. (2010). *Variation in acceptable child discipline*

Bussman, K.-D., Erthal, C., & Schroth, A. (2011). Effects of banning corporal punishment in Europe: A five-nation comparison. In J. E. Durrant & A. B. Smith (Eds.), *Global pathways to abolishing physical punishment: Realizing children's rights* (pp. 299–322). New York: Routledge.

Dietz, T. L. (2000). Disciplining children: Characteristics associated with the use of corporal punishment. *Child Abuse & Neglect*, *24*(12), 1529–1542. https://doi.org/10.1016/s0145-2134(00)00213-1

Durrant, J., Rose-Krasnor, L., & Broberg, A. G. (2003). Physical Punishment and Maternal Beliefs in Sweden and Canada. *Journal of Comparative Family Studies*, *34*(4), 585–604. doi: 10.3138/jcfs.34.4.585

Ferguson, C. J. (2013). Spanking, corporal punishment and negative long-term outcomes: A meta-analytic review of longitudinal studies. *Clinical Psychology Review*, *33*(1), 196–208. doi: 10.1016/j.cpr.2012.11.002

Flynn, C. P. (1994). Regional differences in attitudes toward corporal punishment. *Journal of Marriage and the Family*, *56*(2), 314. https://doi.org/10.2307/353102

Frankenberg, S. J., Holmqvist, R., & Rubenson, B. (2010). The care of corporal punishment: Conceptions of early childhood discipline strategies among parents and grandparents in a poor and urban area in Tanzania. *Childhood*, *17*(4), 455–469. https://doi.org/10.1177/0907568209349314

Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin*, *128*(4), 539–579. doi: 10.1037/0033-2909.128.4.539

Ghosh, A., & Pasupathi, M. (2016). Perceptions of students and parents on the use of corporal punishment at schools in India. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, *8*(3), 269–280. https://doi.org/10.21659/rupkatha.v8n3.28

Gil, D. G. (1977). *Violence against children: physical child abuses in the United States*. Cambridge, MA: Harvard University Press.

Gore, S., & Mangione, T. W. (1983). Social roles, sex roles and psychological distress: Additive and interactive models of sex differences. *Journal of Health and Social Behavior*, *24*(4), 300. https://doi.org/10.2307/2136397

Haleem, F., Muhammad, N., & Shaheen, M. (2018). On the relationship between teachers' behavior and corporal punishment: Lessons, implications, and recommendations. *World Family Medicine Journal/Middle East Journal of Family Medicine*, *16*(6), 33–42. https://doi.org/10.5742/mewfm.2018.93399

Hartmann, H. (1960). *Psychoanalysis and moral values*. New York: International University Press.

Holden, G. W., Williamson, P. A., & Holland, G. W. O. (2014). Eavesdropping on the family: A pilot investigation of corporal punishment in the home. *Journal of Family Psychology*, *28*(3), 401–406. doi: 10.1037/a0036370

Horwitz, A. V. (1982). Sex-role expectations, power, and psychological distress. *Sex Roles*, *8*(6), 607–623. doi: 10.1007/bf00289895

Hyland, M. E., Alkhalaf, A. M., & Whalley, B. (2012). Beating and insulting children as a risk for adult cancer, cardiac disease and asthma. *Journal of Behavioral Medicine*, *36*(6), 632–640. doi: 10.1007/s10865-012-9457-6

Jackson, S., Thompson, R. A., Christiansen, E. H., Colman, R. A., Wyatt, J., Buckendahl, C. W., Wilcox, B. L., & Peterson, R. (1999). Predicting abuse-prone parental attitudes and discipline practices in a nationally representative sample. *Child Abuse & Neglect*, *23*(1), 15–29. https://doi.org/10.1016/s0145-2134(98)00108-2

Kadushin, A., Martin, J. A., & McGloin, J. (1981). *Child abuse--an interactional event*. Columbia University Press.

Khoury-Kassabri, M. (2012). The Relationship between Teacher Self-Efficacy and Violence toward Students as Mediated by Teachers Attitude. *Social Work Research*, *36*(2), 127–139. doi: 10.1093/swr/svs004

Khuwaja, H. M., Karmaliani, R., McFarlane, J., Somani, R., Gulzar, S., Ali, T. S., Premani, Z. S., Chirwa, E. D., & Jewkes, R. (2018). The intersection of school corporal punishment and associated factors: Baseline results from a randomized controlled trial in Pakistan. *PLOS ONE*, *13*(10). https://doi.org/10.1371/journal.pone.0206032

Knox, M., & Brouwer, J. (2008). Early childhood professionals' recommendations for Spanking Young Children. *Journal of Child & Adolescent Trauma*, *1*(4), 341–348. https://doi.org/10.1080/19361520802505719

MacMillan, H. L., Fleming, J. E., Streiner, D. L., Lin, E., Boyle, M. H., Jamieson, E., Duku, E. K., Walsh, C. A., Wong, M. Y.-Y., & Beardslee, W. R. (2001). Childhood abuse and lifetime psychopathology in a community sample. *American Journal of Psychiatry*, *158*(11), 1878–1883. https://doi.org/10.1176/appi.ajp.158.11.1878

Milner, J. S., Halsey, L. B., & Fultz, J. (1995). Empathic responsiveness and affective reactivity to infant stimuli in high- and low-risk for physical child abuse mothers. *Child Abuse & Neglect*, *19*(6), 767–780. doi: 10.1016/0145-2134(95)00035-7

Mirza, I., & Jenkins, R. (2004). Risk factors, prevalence, and treatment of anxiety and depressive disorders in Pakistan: systematic review. *Bmj*, *328*(7443), 794. doi:10.1136/bmj.328.7443.794

Molnar, B. E., Buka, S. L., Brennan, R. T., Holton, J. K., & Earls, F. (2003). A multilevel study of neighborhoods and parent-to-child physical aggression: Results from the project on Human Development in Chicago neighborhoods. *Child Maltreatment*, *8*(2), 84–97. https://doi.org/10.1177/1077559502250822

Mumford, D. B., Saeed, K., Ahmad, I., Latif, S., & Mubbashar, M. H. (1997). Stress and psychiatric disorder in rural Punjab. *British Journal of Psychiatry*, *170*(5), 473–478. doi: 10.1192/bjp.170.5.473

paper, Chapel Hill, NC: University of North Carolina.

Payet, J.-P., & Franchi, V. (2008). The rights of the child and `the good of the learners'. *Childhood*, *15*(2), 157–176. https://doi.org/10.1177/0907568207088420

Plan International. (2013). *Why do Teachers use Corporal Punishment in Schools.* (pp. 1–78). Institute of social sciences.

practices by child age: Perspectives of medical and legal professionals. Unpublished

Russa, M. B., Rodriguez, C. M., & Silvia, P. J. (2013). Frustration influences impact of history and disciplinary attitudes on physical discipline decision making. *Aggressive Behavior*, *40*(1), 1–11. doi: 10.1002/ab.21500

Sindh Bureau of Statistics, & UNICEF. (2015). *Sindh Multiple Indicator Cluster Survey 2014, Final Report*. Retrieved from https://mics-surveys-prod.s3.amazonaws.com/MICS5/South Asia/Pakistan (Sindh)/2014/Final/Pakistan (Sindh) 2014 MICS_English.pdf

Socolar, R. R., & Stein, R. E. (1995). Spanking infants and toddlers: Maternal belief and practice. *Pediatrics*, *95*(1), 105-111.Straus, M. A. (2014). *The primordial violence: spanking children, psychological development, violence, and crime*. New York: Routledge.

Straus, M. A., & Fauchier, A. (2007). Dimensions of discipline inventory. *PsycTESTS Dataset*. https://doi.org/10.1037/t37478-000

Straus, M. A., Douglas, E. M., & Medeiros, R. A. (2014). *The primordial violence: Spanking Children, psychological development, violence, and crime*. Routledge.

UNODC. (2016). Intentional Homicide Victims | Statistics and Data. Retrieved February 27, 2020, from https://dataunodc.un.org/crime/intentional-homicide-victimsWeiss, R. S. (1990). "Bringing Work Stress Home." In *Stress between Work and Family,* edited by J. Eckenrode and S. Gore. New York: Plenum

Wright, F., Bahn, C., & Rieber, R. W. (1981). *Forensic psychology and psychiatry*. New York: Academy of Sciences.