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Pre-KAP Survey on Physical and Humiliating Punishment

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Contents

List of acronyms

CRAN	Child Rights Advocacy Network
CBO	Community based organization
CSO	Community Social Organization
FGD	Focus Group Discussion
IRC	Indus Resource Center
IDI	In-depth Interview
KAP	Knowledge, Attitude and Practices
PHP	Physical and Humiliating Punishment
PITE	Provincial Institute of Teacher Education
TTI	Teacher Training Institute
DEO	District Education Officer

Executive Summary

The report presents findings of a Pre-KAP survey on Physical and Humiliating Punishment (PHP)[1] in four districts of Sindh (Shikarpur, Larkana, Dadu and Karachi). The objective of the study was to know current situation of PHP prevailing in the target districts which will help design social intervention to address and reduce PHP at household and institutional level. The data was collected using mixed methodology through structured and semi-structured questionnaires and guidelines from a sample of 1,100 parents and 188 teachers, and 11 education managers, representative of civil society organizations and teacher trainings institutes.

The findings suggest wider acceptance of PHP at community and institutional level. Majority of parents and teachers, who themselves were victims of PHP in childhood, continue to inflict punishment on their children and students. About 86% parents punish their sons, and 74% parents punish their daughters. Though percentage of parents who punish sons and daughters is very high, but boys are more vulnerable to punishment than girls.

The most common method of disciplining a child is scolding/ridiculing used by 86% of the parents. Other methods include beating with hands, slapping, and canning, and few also reported hair pulling, and ear twisting. Almost the same percentage of teachers (85%) use scolding/ridiculing to discipline children, 19% beat students with hands, 22% use sticks, and 6% slap students on their faces for the same purpose.

Interestingly, the study does not show any relationship between punishment and drop-out ratio of students. Only 3% students left school without completing their education, but only 1% (and that is only in one district of Shikarpur) left school because of punishment. This is mainly because corporal punishment has been reduced considerably in schools, and children don't consider scolding/ridiculing, the most common form of punishment, as a punishment. Moreover, even before getting enrolled in a school, children have already become inured to scolding/ridiculing by their parents at home.

About 87% parents and 76% teachers think that a teacher has a right to punish children, 85% parents and 82% teachers believe punishment leads to a positive behavior, and 88% parents and 79% teachers think corporal punishment is sometimes necessary to discipline a child.

Parents and teachers were given some statements and asked to say whether they agreed with statements or not. About 71% parents and 60% teachers agreed with the statement that *Ustaad ji maar, baar ji sanwaar* (punishment by a teacher improves behavior of a child), 81% parents and 54% teachers agreed that 'if children are not punished in childhood, they will grow into bad adults', 81% parents and 58% teachers agreed that 'if children are not punished in childhood, they will not respect their elders,' and 80% parents and 77% of teachers agreed that 'parents who do not punish a child, in fact spoil the child."

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[1] Physical and Humiliating Punishment is any act of violence that violates children's right to integrity and dignity. Save the Children, in its manual Ending Physical and Humiliating Punishment of Children (2005) defines PHP as:
Physical punishment includes hitting a child with the hand or with an object (such as a cane, belt, whip, shoe, and so on); kicking, shaking, or throwing a child, pinching or pulling their hair; forcing a child to stay in an uncomfortable or undignified position, or to take excessive physical exercise; burning or scarring a child (and the threat of any of these actions). **Humiliating punishment** takes various forms such as verbal abuse, ridicule, isolation, or ignoring a child.

When asked whether there should be a law banning punishment to children by parents and teachers, only 7% parents and 25% teachers favored such a law.

Almost all the teachers (95%) have heard of positive disciplining and 64% came to know about this term during professional training (BEd or MEd), but despite that majority of them still support PHP as stated above.

None of the surveyed schools have a Safe School Policy, nor does any school have a child led club that monitors PHP.

Introduction

Indus Resource Center (IRC) is not for profit civil society organization registered under Societies Act XXI of 1860 in 1999. Presently, IRC is working in 09 districts of Sindh province with support of multiple donors and philanthropists. IRC's overall work focuses to provide sustainable and replicable models for integrated social & economic development in Sindh. The main program thematic areas are: 1) Education and Literacy, 2) Sustainable Livelihood, 3) Disaster Response & management and 4) Participatory Governance.

IRC in partnership with Save the Children is implementing a 05 year program "SIDA CSO programme 2017-21 "on Child Protection and Child Rights Governance in 03 urban centres and 06 rural districts of Pakistan with support from SIDA. The program focuses on strengthening local civil society organizations, partner CSOs, alliances and networks on child rights in the thematic areas of Child Protection and Child Rights Governance.

The program also focuses on working on PHP with interventions that focus on bringing the appropriate legislation of banning the corporal punishment in all setting, inclusion of positive disciplining in teachers curriculum and working with teachers and parents on positive disciplining to reduce the incidents of corporal punishment.

Despite the fact, that millions of children are affected by the corporal punishment, many believe that it is the ultimate way to maintain discipline. Majority of parents and teachers are unaware about other methods of positive disciplining. The Government of Sindh, has recently in 2017 through legislation (The Sindh Prohibition of Corporal Punishment Act, 2016) has prohibited corporal punishment in all educational institutions and work places across the province.

This study provides information about current situation prevailing in targeted districts with regard to PHP, through organizing formal pre-KAP research survey. The results of the survey will be used in designing and launching the campaign against PHP in program districts. Pre- KAP survey provides detailed information on the knowledge, attitudes and practices of the parents, teachers and communities with regard to different aspects of PHP. It also furnishes recommendations & guidelines to IRC for designing and launching of campaign against PHP in program districts and the results will be shared with the communities and will also be used for the approval / enactment of the Prohibition of Corporal Punishment in all settings. The findings of the survey will also help in designing awareness raising campaigns to reduce PHP, developing annual action plan/s of district based Children Rights Advocacy Network (CRAN).

Objective of the Assignment

The objective of this assignment is to design and conduct Pre-KAP (Knowledge, Attitude and practices) survey to know the existing situation on physical and humiliating punishment (PHP) at targeted program districts of Sindh (Shikarpur, Larkana, Dadu and Karachi).

Scope and Methodology

The consultant had designed the methodology in consultation with the client. The study consisted of mixed methodology to collect qualitative and quantitative data at household, community and school level.

A structured questionnaire was designed for respondents at household and school level and the respondents, at household level, were parents of in and out of school children, whereas respondents at school were male and female teachers of the target schools.

Methodology

The consultant used the following methodology to conduct the study:

- Induction Meeting
- Review of Literature
- Development of Tools
- Training of Field Staff
- Data Collection
  - Household Survey
  - Focus Group Discussions
  - In-depth Interviews

Induction Meeting

A kick-start meeting was held between the consultant and the representative of IRC to mobilize resources, discuss and finalize methodology and work plan. The contract was signed and resource person from the IRC was nominated for close coordination during the assignment.

Review of Literature

The consultant reviewed the project documents and other relevant literature to get background information about the PHP project. Secondary data related to the target districts/areas has also been reviewed to have an in-depth understanding of the communities.

Tool Development

Quantitative and qualitative tools were designed and shared with the client for feedback and approval. The tools consisted of household questionnaire, structured interview with teachers, guides for FGDs with community members and children and in-depth interviews with representatives of CSOs and education managers.

Training of field staff

Eight-member team for data collection was hired with adequate and relevant experience and given two-day orientation sessions on the objectives of the study and tools for data collection. The first day session included introduction to the study and its objectives, and the discussion on data collection tools. The second day consisted on field testing of the tools and practical exercise of enumerators to enhance their understanding of the tools. The training was held in Sukkur, as it was easier to start data collection from Shikarpur, one of the target districts.

Research methods

The consultant used mixed methodology (quantitative and qualitative) to capture the desired data that could provide meaningful analysis for effective decision making and designing of evidence-based intervention. The following matrix describes what type of data and what type of research techniques was used to collect data at household, community and school level.

Level	Type of data	Type of tools
Household	Quantitative	Structured Questionnaire
Community	Qualitative	FGDs
School	Quantitative and Qualitative	Structured Questionnaire and IDIs

Individual Questionnaires

Data for individual questionnaires was collected at household and school level. At household level target individuals for the structured quantitative survey were parents of children of school going age (5 to 15 years), and were randomly selected from village.

Sample size for household survey

Since the number of total population is not known, with 95% confidence interval and 6% margin of error, the sample size for each district would be 267 respondents. The sample size has been calculated on the basis of the following formula.

SS = (Z-score)² * p*(1-p) / (margin of error)²

Where Z-score for 95% confidence level is 1.96, p is percentage of response distribution at 50% (0.5) and the margin of error is 6% (0.06)

Hence the total sample size for four districts was 1068 households.

Household questionnaire not only contained questions on perceptions of parents about PHP, but also got information about the children of school going age (currently enrolled in school and out of school) whether they have ever been victim of PHP. Hence, the target respondents for the study were parents of school going age (i.e. 5 to 15 years), enrolled in school and out of school. However, when field teams started collecting data and visited the target villages, it was found that very households had out of school children. In most of the cases, all the children of school going age were enrolled in schools. But in some cases, if one child in the household was out of school, other children of the same household were enrolled in a school. Even though 32 more households than the original sample size, were covered for the study, there were very few schools which had all the children out of school.

District	Parents of children in school		Parents of out-of-school children	
	Fathers	Mothers	Fathers	Mothers
Shikarpur	132	142	4	6
Larkana	135	137	0	0
Dadu	117	117	17	22
Karachi	133	136	0	2
Total	**517**	**532**	**21**	**30**
Grand Total	**1100**			

At school level, the data was to be collected from the teachers of 25 schools in each district. Originally it was proposed that at least two teachers would be interviewed from each school and the number of male and female teachers would be equal. However, when IRC shared the list of schools, most of them were boys schools with majority of male teachers, and a few schools were not functional (i.e. were closed and had no teachers and students). The following table provides the number of male and female teachers interviewed in each district.

District	Male	Female
Shikarpur	37	6
Larkana	42	2
Dadu	47	11

Karachi	18	25
Total	**144**	**44**

Focus Group Discussions

FGDs were conducted with groups eight to ten senior members of the community and representatives of community-based organizations. FGDs with men and women were conducted separately so that they feel comfortable and openly share their ideas in the discussions. FGDs were also conducted with groups of nine to ten children (boys and girls aged 5-15 years).

Details of FGDs to conducted in district

Types of respondents	Karachi	Dadu	Larkana	Shikarpur
FGD with senior male members of community	2	2	2	2
FGD with Senior female member of community	2	2	2	2
FGD with boys	2	2	2	2
FGD with girls	2	2	2	2
Total	8	8	8	8

In-depth Interviews (IDIs)

IDIs were held with representatives of Government Education Department (Director Education, District Education Officer), and members of community based organizations/civil society organizations regarding their views of PHP, how this affects well-being of children, and whether positive disciplining is incorporated in teacher training modules. Eleven IDIs were held with the following respondents.

- Directors Education, Larkana and Karachi
- District education Officers, Karachi, Dadu, Larkana, Shikarpur
- District Coordinator, NGO, Larkana, Karachi
- Teaching Mentors/Guide Teachers, Larkana, Karachi
- Faculty member of Provincial Institute of Teacher Education, Nawabshah

Findings

This section provides findings of quantitative and qualitative data collected from parents, teachers, children and representatives of education department, and civil society organizations.

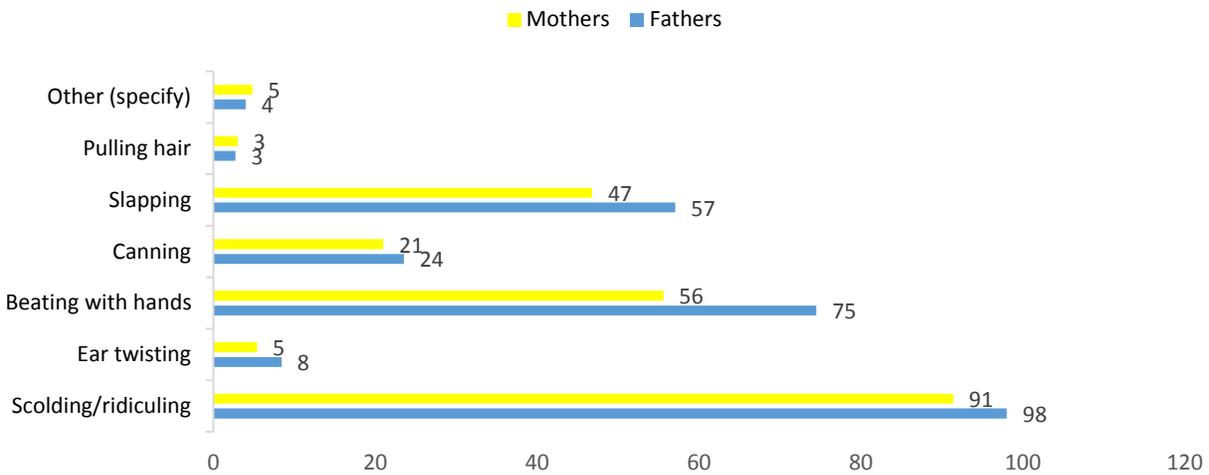### Parents and teachers who experienced punishment in childhood

Data suggests that 92% (n 1,010 out 1100) of the parents in the target districts had received punishment in their childhood. With minor variations, more fathers than mothers reported to have been victims of punishment in childhood. In Larkana and Karachi districts, almost all the fathers said they had received punishment whereas percent of mothers was 86% (n 118) to 88% (n 121) respectively. In Dadu district, though the percent of parents who received punishment was lower than other districts (i.e. 89%, n 119 fathers, 124 mothers), there wasn't any variation in percentage of fathers and mothers.

Percent of parents who received punishment in childhood (n 1,010 out of 1100)
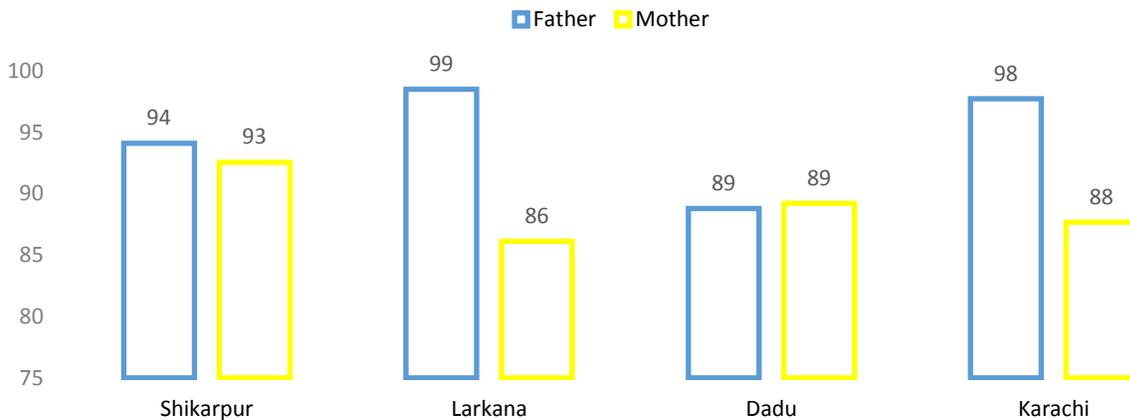
The most common form of punishment was psychological one that was inflicted on almost all the parents in their childhood. Scolding/ridiculing was reported by 91% (n 512) mothers and 98% (n 527) of fathers in all four districts. The other common types of punishment were beating with hands, slapping on face and canning. But the percentage of parents who received all sorts of punishment, physical and psychological, was higher among fathers than mothers.

Types of punishment received by the parents in childhood
(n 1039 out 1100)

■ Mothers   ■ Fathers

Category	Mothers	Fathers
Other (specify)	5	4
Pulling hair	3	3
Slapping	47	57
Canning	21	24
Beating with hands	56	75
Ear twisting	5	8
Scolding/ridiculing	91	98

Parents still continue to punish, physically or psychologically, their children, but they punish their sons more than their daughters. As the graph below shows, overall around 86% (n 946) parents punish their sons and 74% (n 814) punish their daughters.

Punishment of sons and daughters
(n 946 out of 1,100)

□ Parents who punish sons   □ Parents who punish daughters

District	Parents who punish sons	Parents who punish daughters
Shikarpur	89	75
Larkana	86	78
Dadu	83	67
Karachi	85	75
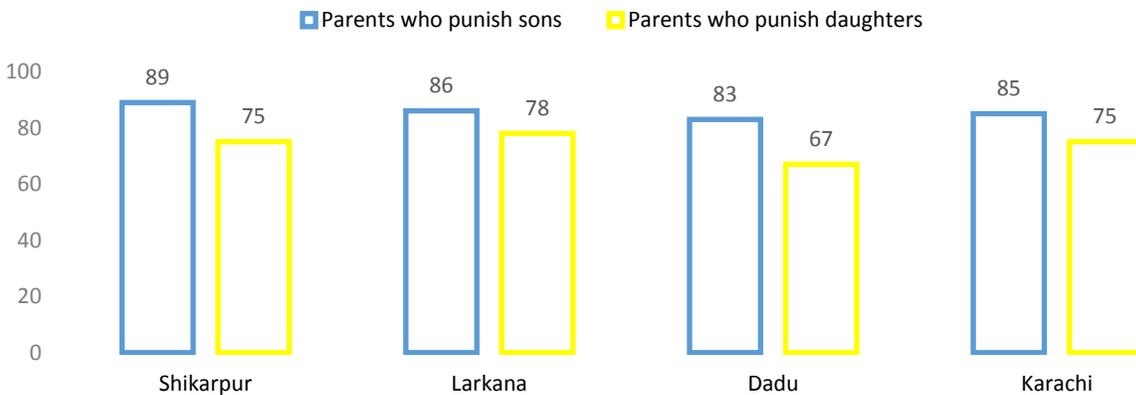
Punishment to children shows some variations with respect to the gender of children and parents. Fathers punish their sons more than their daughters, whereas mothers punish their daughters more than their sons. There are also some regional variations. Fathers in Shikarpur and Karachi districts punish their sons more than daughters, whereas in Larkana and Dadu districts, they punish their daughters more. But mothers in all the districts punish their daughters more than sons.

Though more fathers than mothers inflict punishment to their children, there are variations in types of punishment fathers and mothers use to discipline their sons and daughters. The most common type of punishment is ridiculing/scolding, a psychological one, which is used by 87% (n 468) fathers and 85% (n 478) mothers in all the districts. But when it comes to physical punishment, more mothers than fathers use canning, beating with hands and slapping to discipline their children.

Punishment to SONS by parents
(n 946 out of 1,100)

Fathers   Mothers

	Scolding/ridiculing	Beating with hands	Canning	Slapping
Fathers	87	36	5	45
Mothers	85	39	19	53
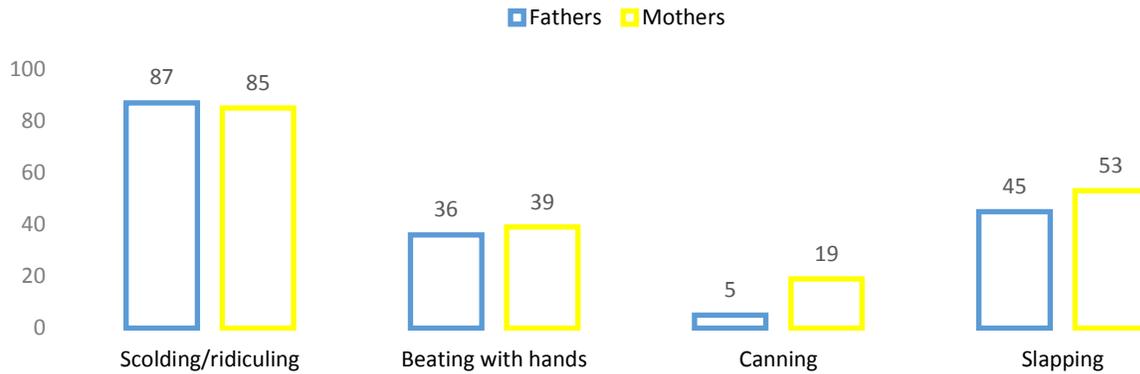
But when it comes to disciplining a girl child, it's the mothers who use more physical and psychological types of punishment. Though scolding/ridiculing is the most common type of punishment, there is a significant difference in who inflicts the punishment. Very few fathers use methods like slapping, and beating with hands, whereas more than 30% mothers use these methods to discipline their daughters.

Punishment to DAUGHTERS by parents
(n 815 out of 1,100)

Fathers   Mothers

	Scolding/ridiculing	Beating with hands	Canning	Slapping
Fathers	68	12	1	6
Mothers	80	31	8	37
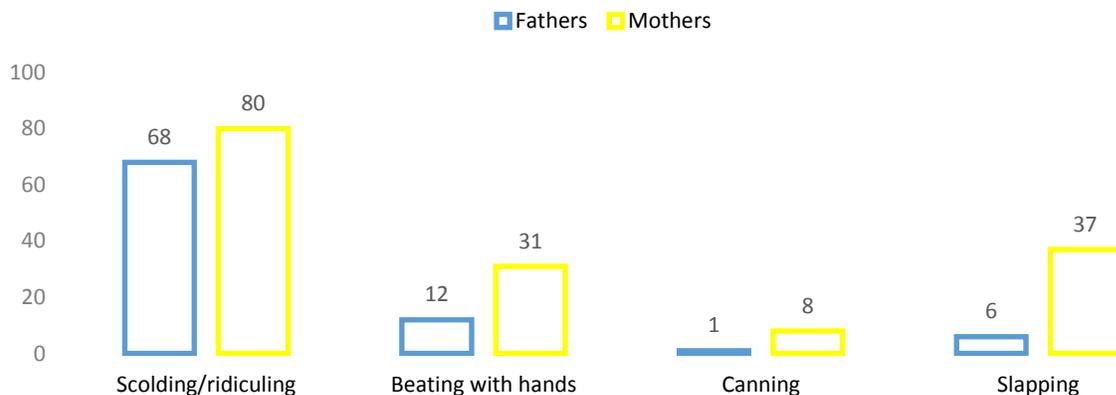
Irrespective of who inflicts punishment (i.e. whether a father or a mother), it is the sons who are more likely to receive any sort of punishment. Being a boy, makes the male child more vulnerable to psychological and physical violence. During FGDs with boys and girls, it was also shared by them that fathers punish sons more than daughters. One boy said, "*My father beats me a lot. If the same mistake is done by my sister, my father says, 'don't do it again.' But he doesn't spare me*."

Children thought they get punishment because they do not obey parents, spend too much or demand too much pocket money or spend more time outside home. "*When I don't take lunch for my father to the agricultural lands, my mother beats me a lot,*" said a boy, "*sometimes she beats me with hands, and sometimes with a broom.*" Another boy said, "*Once my father asked me to bring some grocery items from a nearby shop. I refused and asked my younger brother to do that. My father, then, beat me, scolded me. He also beats me on spending too much pocket money.*"

Fathers and mothers had different reasons for disciplining their sons and daughters. When asked, during focus group discussions, why men inflict more punishment to sons than daughters, men said that girls are more obedient, they remain engaged in household work and help mothers. Sons, on the contrary, "*do not obey parents, spend their time outside home in useless activities and fight with other children.*"

For fathers, sons will have to manage households in future and they need to be responsible persons. A father said:

> "*If they wander here and there uselessly, indulge in bad activities or use drugs, they won't be good adults. How will they lead the family or the house? How will the work and earn? How will they educate their children? If you are lenient with boys, they won't behave well. You need to strictly discipline your children. For a father, a son is the next head of the household, and he must be properly disciplined.*"

When the same question was asked from women about why they inflict punishment to daughters more than boys, they said girls need to be disciplined properly so that they could get a suitable groom and they are able to manage the house efficiently after marriage. As one woman said:

> "*When we look for a suitable boy for a girl, the first question by the parents of a groom is, '*how is the character of the girl?*' It is therefore necessary to strictly discipline daughters. If the girl does not behave well, her in-laws would say, '*your parents didn't teach you manners. Your upbringing is not good*'. If a girl does not have good manners, what will she teach her children?*"

Effective method to discipline children

Though 86% (n 946) parents punish their sons and 74% (n 814) parents punish their daughters, but not all of them think these are the effective methods to discipline their children. Only half of parents think ridiculing/scolding is the effective method. A considerable number of parents think that children can be disciplined if they resort to love or friendly talk with children.

## Effective method to discipline children

■Sons □Daughters
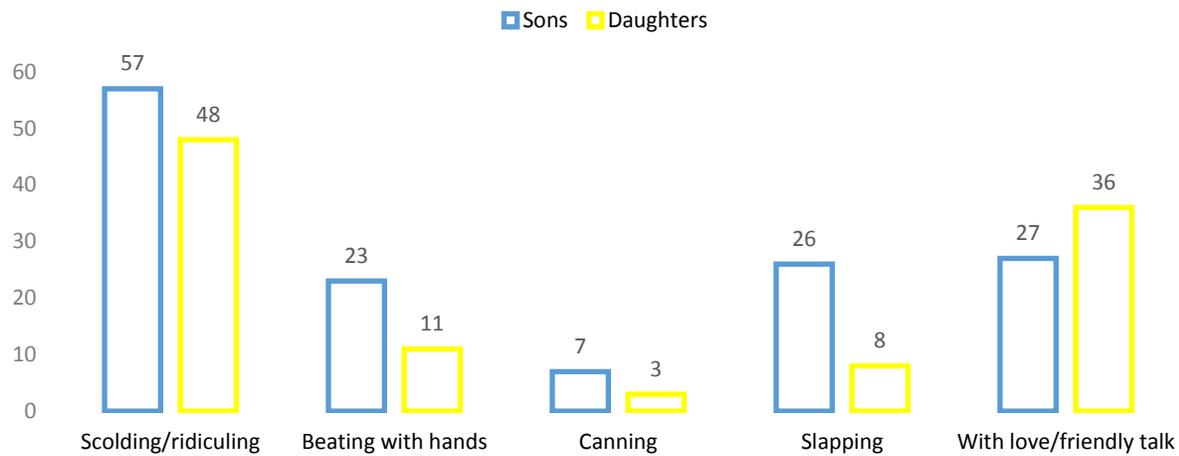
During focus group discussions, children also said that they can be better disciplined if parents and teachers teach them with love and explain everything to them in a friendly manner. A girl said, "*We are children. If a father or a mother tells me how to do things, I'll do that accordingly. Punishment hurts. We feel pain. We lose confidence. Parents should not punish us. We need love. We can understand if they teach us with love.*"

Punishment trend

A comparative analysis of data regarding percentage of parents who received punishment when they were children and percent of parents who currently punish their children shows a slightly declining trend in all four districts. About 92% (n 1012) of the parents said they had received punishment in childhood, whereas 86% (n 946) currently continue practice of inflicting punishment to their children. Though there is a slight decline in the trend of punishment, but it is still very high. This shows a strong co-relation between being victim of punishment and inflicting punishment to others.

Punishment trend over generation
(n 1,010 out of 1100)

— Parents who received punishment in childhood   — Parents who punished their children
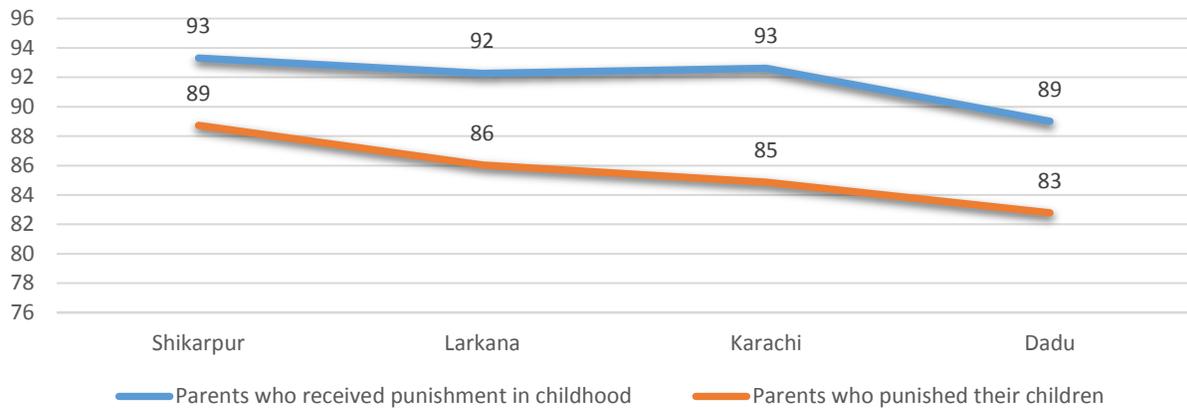
Parents justified punishment because they themselves were punished in childhood. "*If I had not been punished in childhood, I might not have become a good adult,*" said a father in Larkana, "*We all received punishment in childhood. Our fathers also received punishment in their childhood.*"

This co-relationship is also validated by the elder children who are punished by parents and inflict the same on younger siblings. A boy in Shikarpur District said, "*If my younger brother does not obey me, I fight him, beat him. As my father punishes me, I punish my younger brother. I know punishment is the best method to discipline children.*" This means when they grow adult, they are likely to continue this trend over the next generation and punish their children in future.

However, some children also realize severity of punishment and how much painful it is, and do not punish their younger siblings. Another boy in the same district said, "*I just scold my younger brother. I don't punish him. I know punishment is very painful. My father punishes me severely and it hurts a lot. Punishment is not a good method to discipline children. So, I avoid this.*"

Physical Humiliating Punishment inflicted on and by teachers

As described earlier that 92% (n 1012) parents had received punishment in childhood, the same case holds true for teachers as well. About 92% (n 173) teachers said they had received punishment when they were children. There are some regional and gender variations. In Larkana and Shikarpur Districts, all the male teachers had been victims of punishment. Though the percent of female teachers who fell victim to

Teachers who received punishment in childhood
(n 173 out of 188)
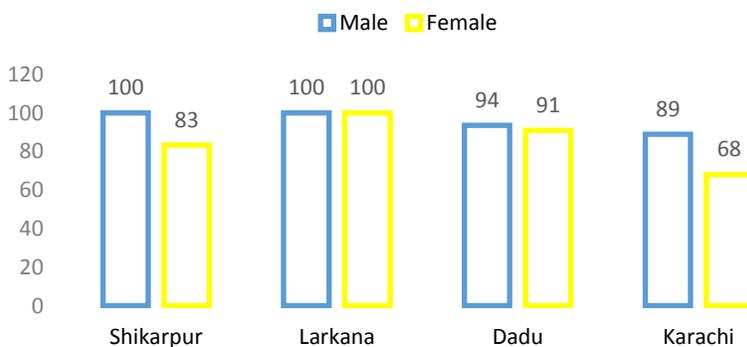
violence in childhood is slightly lower than male teachers, but in Larkana, all the female teachers suffered the same. A female teacher from Shikarpur said, "There was no separate school for boys or girls in our village. So, I studied along with other boys. There were 12 boys and 5 girls in our class. Whoever made the mistake, the teacher would punish him or her. Though girls didn't receive severe punishment, but we weren't spared from punishment. I don't remember a day in my primary school which passed without witnessing punishment to children."

Though both the male and female teachers had been victims of punishment in childhood, but female teachers were mainly ridiculed/scolded or beat with hands. But compared to female teachers, male ones reported more physical punishment. A male teacher from Larkana shared his memory, "I and another girl in my class made the same mistake. We both made wrong calculations in mathematical problems of multiplication and division. The teacher canned me on my buttocks, but he slight hit the girl with a slate on her shoulder."

Gender and Punishment
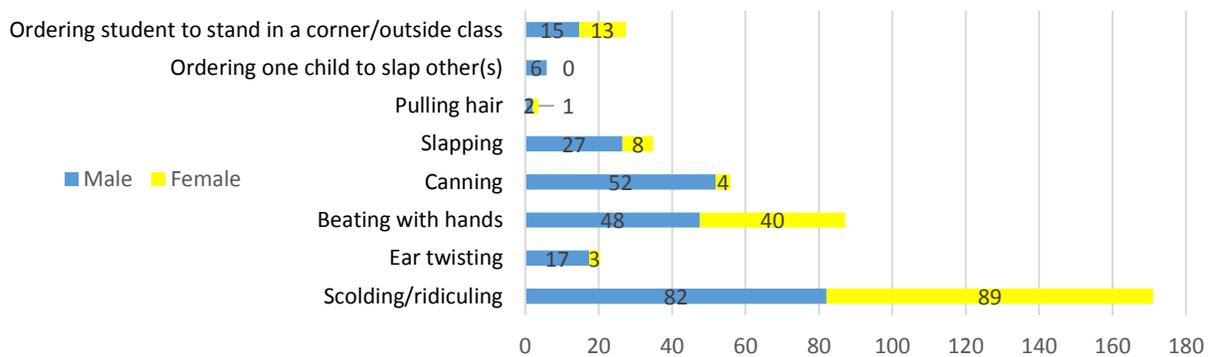
When asked what methods they currently use to discipline students, majority said that they ridicule/scold students and avoid physical punishment. Canning was used by 58% of teachers in Dadu and 23% in Larkana district, whereas beating with hands was used by 35% and 25% teachers in both the districts respectively.

Methods of punishment used by teachers

Karachi   Dadu   Larkana   Shikarpur
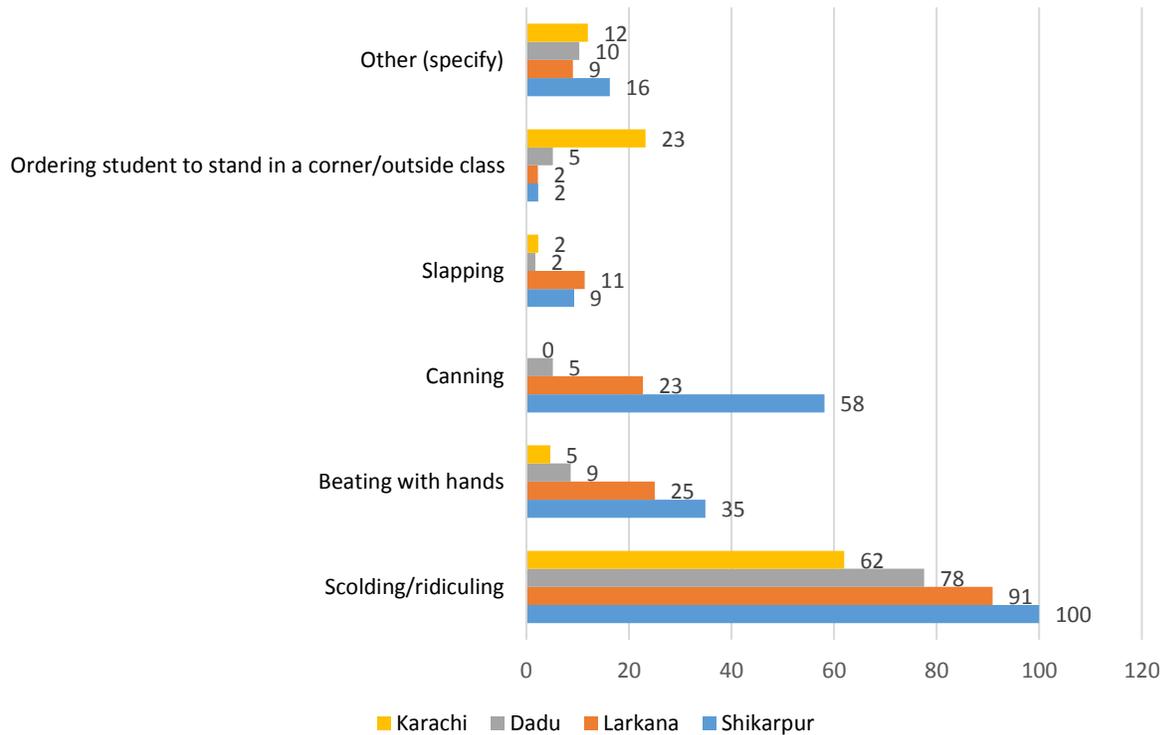
Punishment and discontinuation of education

About 60% (n 660) parents said their children receive punishment in their schools. With regional variations, punishment was reported more by the parents of Larkana district (78%, n 212), followed by Dadu district (57%, n 156) and Shikarpur district (55%, n 156).

**Parents who said their children received punishment in schools
(n 660 out of 1100)**

Shikarpur   Larkana   Dadu   Karachi
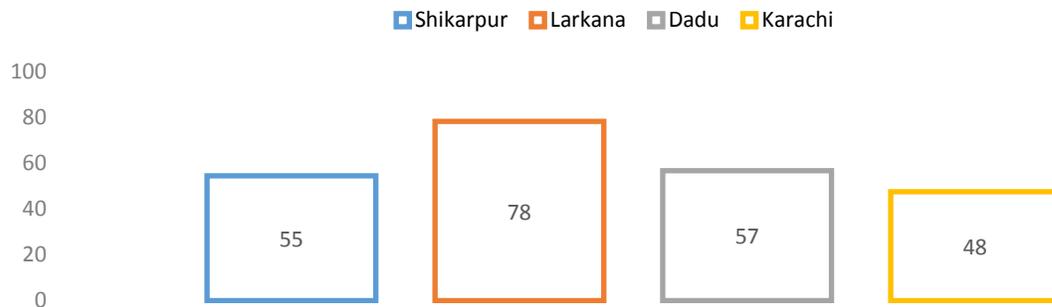
However, very few parents (3%, n 33) said their children discontinued their education in all four districts, and only one percent left school due to punishment. Percentage of those who left school was more in Shikarpur District than the others, and no child left school in Karachi.

Education managers (Directors and District Education Officers (DEOs)) also confirmed that very few children leave school because of punishment. Though they did say that punishment by teachers still persists in schools, but it has reduced considerably and physical punishment is extremely rare. A DEO said,

> *"You won't find a stick in a class. Teachers no longer punish students with sticks. We are under much pressure from higher authorities to increase enrollment of children. If we punish children with sticks, how will they join our schools? We cannot afford to lose children. Therefore, we have strictly forbidden physical punishment in schools."*

Perceptions of parents and teachers regarding punishment

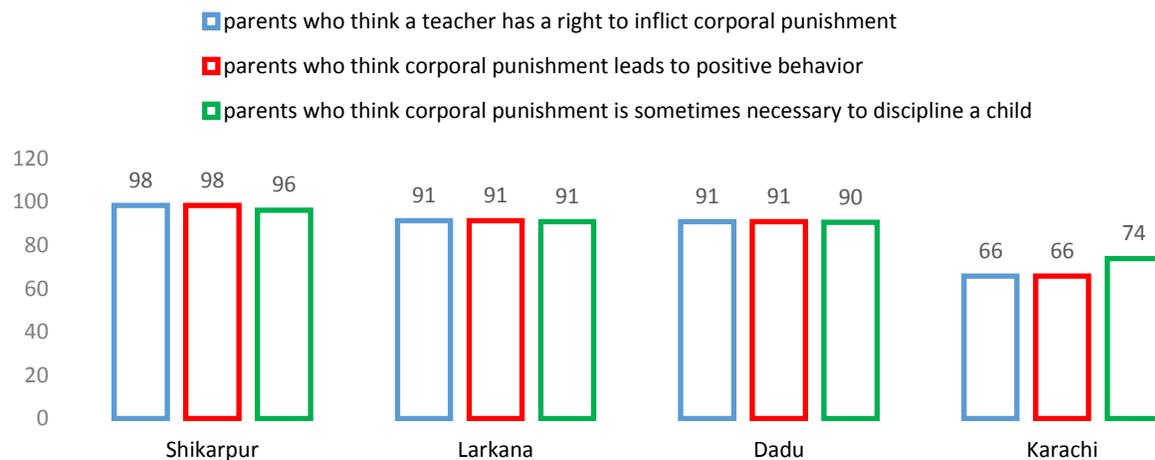Majority of parents think a teacher has a right to punish children, corporal punishment leads to positive behavior and corporal punishment is sometimes necessary to discipline the child. The percentage of such parents was higher in Shikarpur, Larkana and Dadu districts, and lower in Karachi, where two-thirds parents gave a right of punishment to a teacher and thought punishment leads to positive behavior, but about three quarters of them think it is sometimes necessary to punish the child to maintain discipline.

Perceptions of parents regarding punishment

☐ parents who think a teacher has a right to inflict corporal punishment

☐ parents who think corporal punishment leads to positive behavior

☐ parents who think corporal punishment is sometimes necessary to discipline a child

	Shikarpur	Larkana	Dadu	Karachi
right to inflict	98	91	91	66
positive behavior	98	91	91	66
sometimes necessary	96	91	90	74

Like parents, teachers also view punishment as a necessary method to discipline children. On average, 76% (n 143) teachers said a teacher has a right to punish students, 82% (n 154) believed corporal punishment leads o positive behavior and 79% (n 149) said punishment is sometimes necessary to discipline a child. Though percentage of teachers holding such perceptions is lower in Dadu district, but it is still more than two quarters.

Perceptions of teachers regarding punishment

□ Teachers who think a teacher has a right to inflict corporal punishment

□ Teachers who think corporal punishment leads to positive behavior

□ Teachers who think corporal punishment is necessary to discipline the child
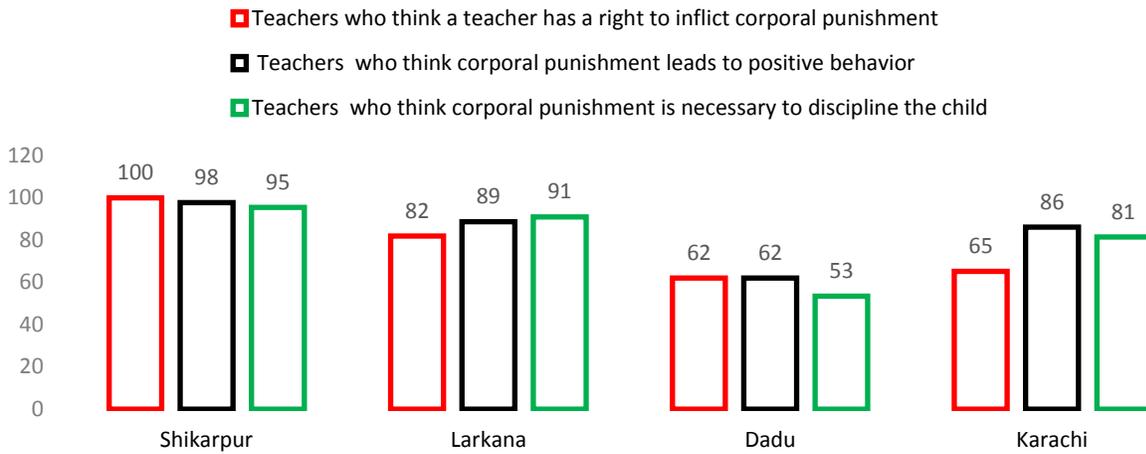
Parents and teachers were given a five-point scale to express to what extent they agreed or disagreed to the following statements: 1) *Usatd is maar, baar ji sanwaar* (punishment by a teacher, improves a child's behavior), 2) if children are punished in childhood, they will grow into bad adults, 3) if children are not punished in childhood, they will not respect their elders, and 4) parents who do not punish a child, in fact spoil the child.

Ustad ji maar, baar ji sanwaar
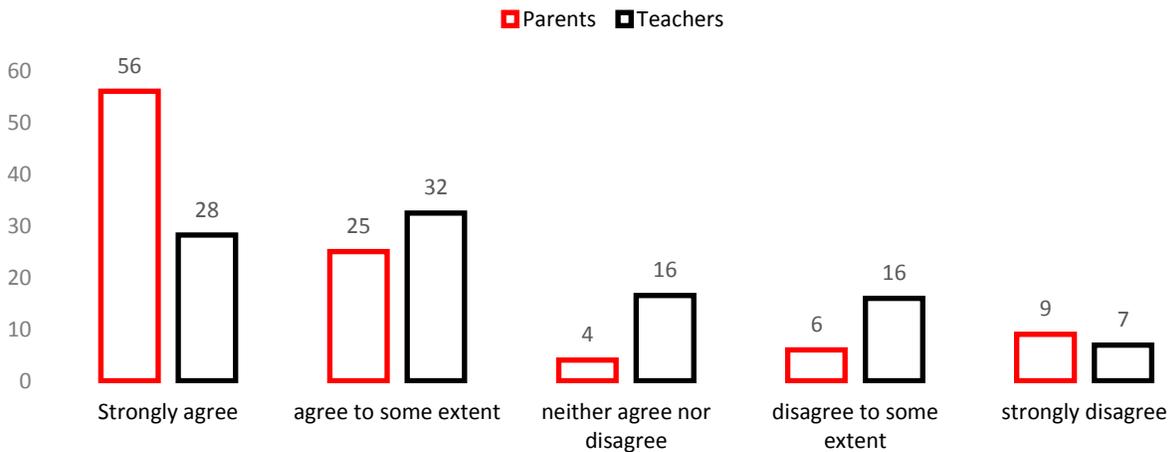
□ Parents   □ Teachers

Majority of parents (71%, n 781) agree (56% strongly agree and 25% agree to some extent) that punishment by a teacher leads to improvement in the behavior of a child. Similarly, 60% (n 113) of teachers agree (28% strongly agree and 32% agree to some extent) to the same statement. Though percentage of teachers who hold similar attitude towards punishment is somewhat lower than parents, but still majority of them agree that punishment by a teacher improves behavior of the child. But compared to parents, percentage of teachers, who neither agreed nor disagreed or even disagreed to some extent, is slightly higher.

If children are not punished in childhood, they will grow into bad adults
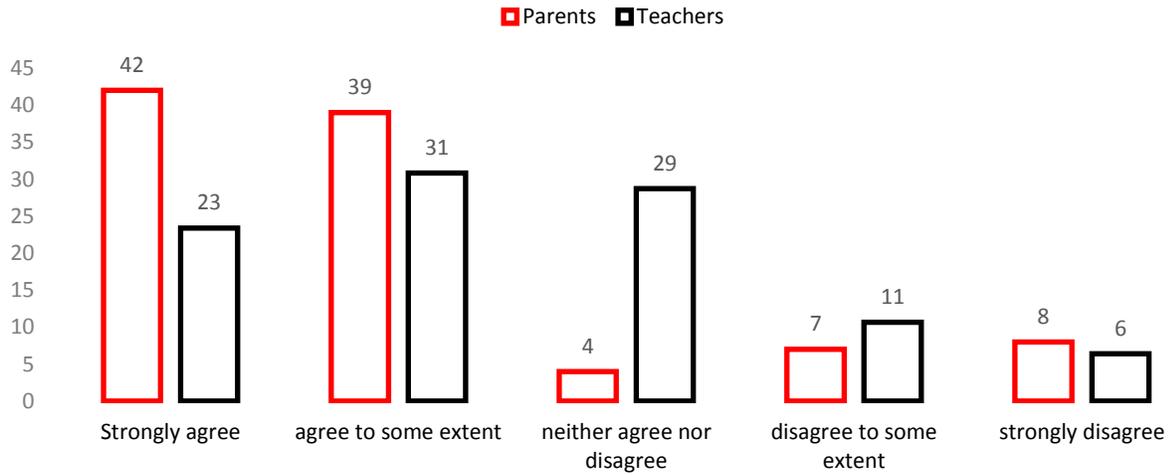
When asked, "If children are not punished in childhood, they will grow into bad adults," about 81% (n 891) parents and 54% (n 101) teachers agreed to the statement.

If children are not punished in childhood, they will not respect elder
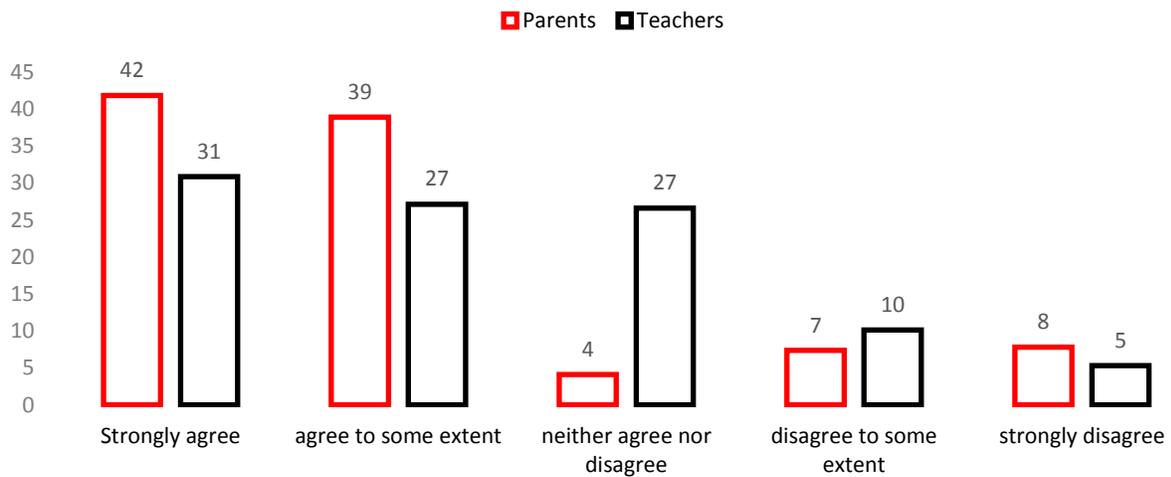
When asked 'if children are not punished in childhood, they will not respect their elders,' again, majority of the parents (81%, n 891), and 58% (n 109) of teachers agreed to this statement. One parent said, "*If children don't fear parents, they won't respect them. If you don't react and do not punish them when they do something wrong, children won't fear you and won't respect you in future*."

Parents who do not punish the child, in fact spoil the child
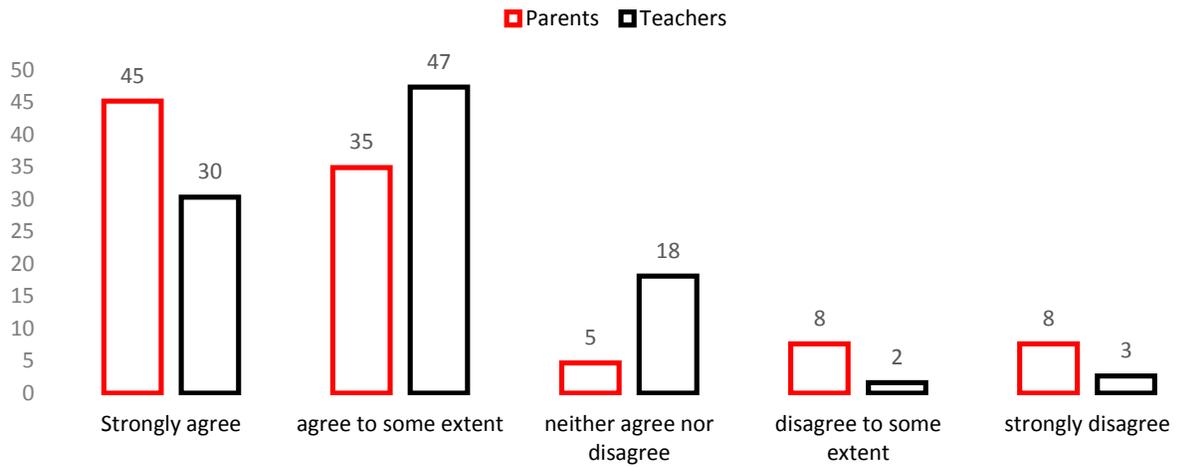
☐ Parents ☐ Teachers

About 80% (n 880) of parents and 77% (n 145) teachers believe that 'parents who do not punish the child, in fact spoilt the child.'

Ban on Punishment

Since physical and psychological punishment is very common and acceptable in the society, very few people think there should be a law banning punishment by either parents or teachers.

Parents' views on ban on punishment

☐ Parents who think there should be a law banning punishment by parents
☐ Parents who think there should be a law banning punishment by teachers
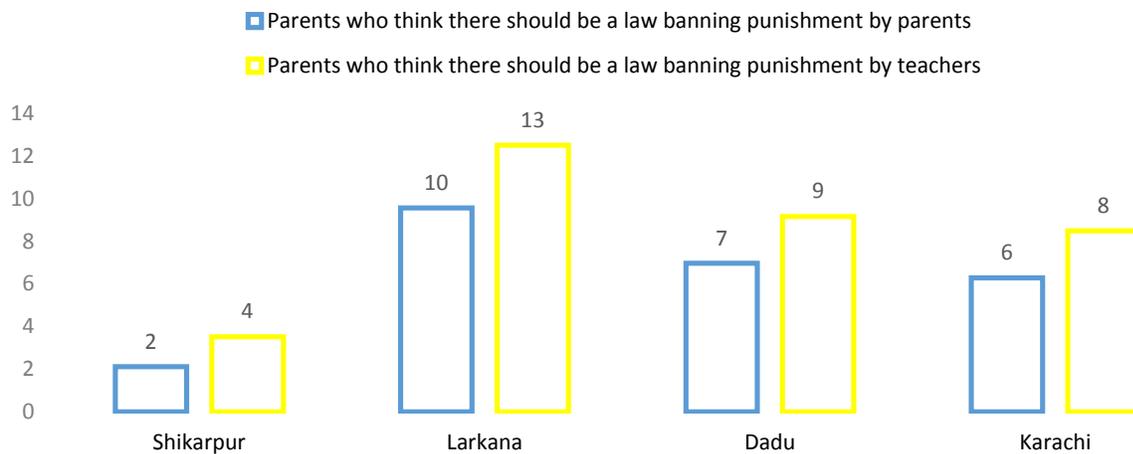
On average, very few parents support law banning punishment whether by parents at home or teachers in school. The least support is found in Shikarpur District.

Teachers' view on ban on punishment

☐ Teachers who think there should be a law banning punishment by parents to their children

☐ Teachers who think there should be a law banning punishment by teachers to their children
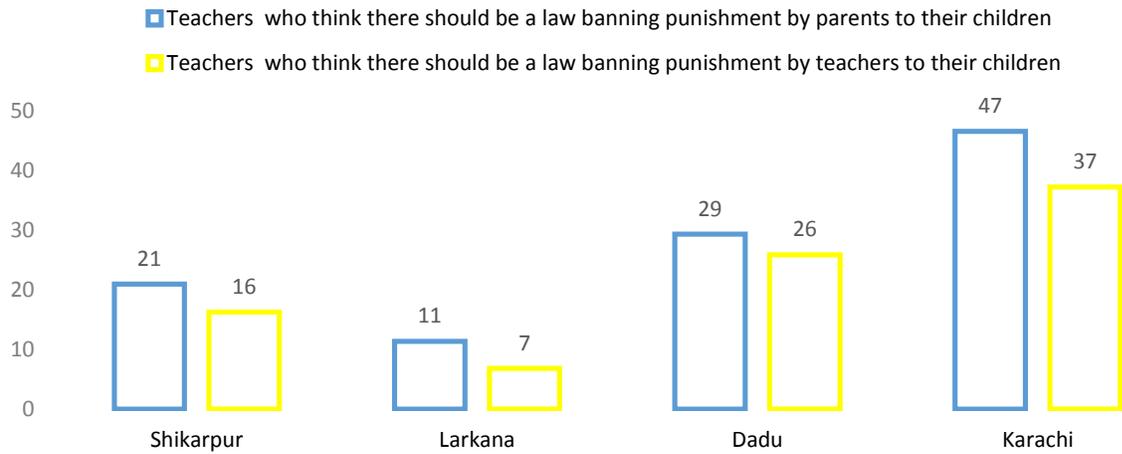
Compared to parents, some teachers do support such a law that bans punishment at home or school, but they are less than 50%

Positive Disciplining

Almost no one in the target communities had heard of positive disciplining. Only 3% (n 33) said they had heard about positive disciplining, and 2% (n 22) of them knew about it through an NGO workshop, and the remaining one percent read about it in the books.

Though parents are not aware of positive disciplining as a technical term and a special concept used by social scientists, but they do know that children can be disciplined through love and friendly talk, as shown earlier.

Teachers who have heard about positive disciplining

☐ Shikarpur ☐ Larkana ☐ Dadu ☐ Karachi
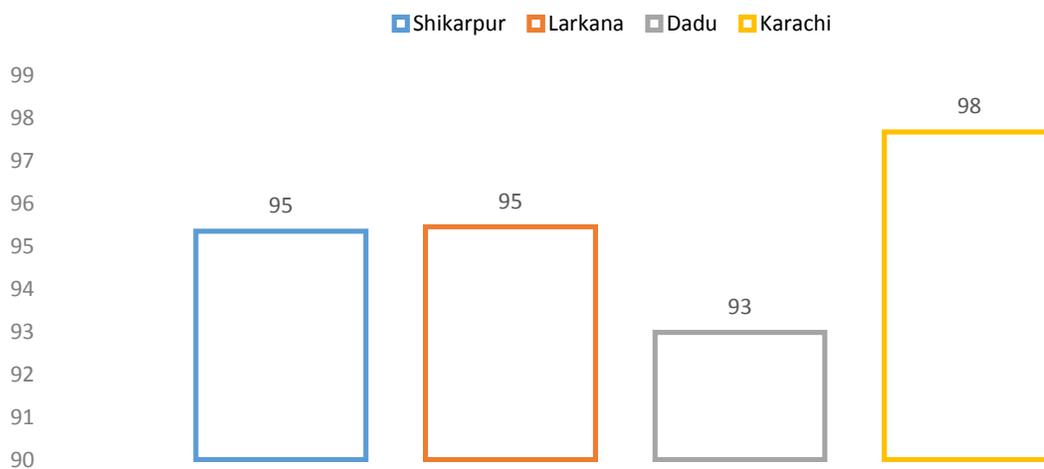
Compared to parents, about 95% (n 179) teachers said they have heard about positive disciplining and most of them came to know about the term during their professional courses (B.Ed. or M.Ed.). Only in

Karachi district, 53% (n 23) of teachers said they heard about positive disciplining in workshop organized by I/NGOs.

Positive disciplining is not taught as a separate specialized subject during training of teachers by Teacher Training Institutes (TTIs), but it is incorporated in modules on pedagogical skills. Teachers are advised to discipline children through discouraging bad behaviors and encouraging positive ones. A faculty member of Provincial Institute of Teacher Education (PITE) said:

> *"We advise teachers to appreciate good students. This would encourage them to perform better and avoid mistakes. When other students see that good students are appreciated, they will also try to be good. We inform teachers that punishment does not improve learning of students. It rather lowers their confidence level."*

During informal discussions with teachers, it was also found that high number of students and lack of teaching staff also force teachers to use strict punishments to discipline children. Director Education, Larkana, said:

> *"There are many schools in rural areas which we call single-teacher schools. In those schools, only teacher has to teach all the students of all grades, from one to five. Now imagine, how would a single teacher manage all these students? If he teaches students of one grade, those of other grades would make noise or fight one another, or create disturbances. In such situations, most of the teachers get infuriated and use physical punishment."*

Therefore, he suggested that one method to control punishment would be to increase teaching staff in schools of rural areas. He further said that schools in towns and cities are adequately staffed and parents in urban areas are well-aware of negative effects of punishment and they often lodge complaints against teachers who punish their children.

Child led clubs and safe school policies

There were not any child led clubs to monitor physical and humiliating punishment in schools in four target districts. Though teachers are advised by TTIs to form disciplinary committees in their schools to maintain discipline in schools, but these committees consist of teachers. School Management Committee (SMC) consists of teachers and parents, but it is not meant to maintain discipline.

None of the schools have a Safe School Policy. Teachers said they try keep their school safe, but there wasn't any explicit policy.

Conclusion

Findings of the study suggest wider acceptance of physical and humiliating punishment by the parents and teachers. It also shows a strong co-relationship between the adults who received punishment in their childhood and who are now inflicting the same on their own children. Though there is slight decline in trend in punishment over a generation, but it is still very common and acceptable.

Compared to mothers, fathers inflict more punishment on their children, and more boys than girls are vulnerable to physical and humiliating punishment. There are variations in punishment with respect to gender. Father punish sons more than girls, whereas mothers punish daughters more than son. Another interesting finding is that though corporal punishment is less prevalent than scolding/ridiculing, but it is mothers more than fathers who inflict corporal punishment. However, this study did not measure severity of corporal punishment by fathers and mothers.

Majority of the teachers interviewed are aware of positive disciplining, but strangely, majority of them are still in favor of corporal and psychological punishment. Positive disciplining is a part of teachers training program, and teachers are advised to avoid negative punishment (whether corporal or psychological), but despite that majority of them do not support the law banning punishment in schools.

Recommendations

Since PHP is socially acceptable in the target communities, it would require lots of social mobilization and advocacy efforts at community and institutional level. IRC needs to sensitize parents and teachers regarding negative and harmful effects of PHP with evidence provided by scientific studies. Children also need to be sensitized PHP and how to report it to responsible authorities at school or parents at home so that it can be addressed and reduced.

PHP monitoring groups may also be formed at community level to monitor any kind of punishment to children. These groups may consist of youths, parents, teachers and representatives of civil society organizations.

Knowledge about positive disciplining is not translated into practice. Majority of teachers know about positive disciplining, but only few practice it. This means awareness alone is not enough. Another study needs to be done to explore causes of why teachers favor PHP even though they have received training on positive disciplining.

Annexure I

Household Questionnaire for Parents

Introduction   **Date:**

My name is _____. I am conducting a study for Indus Resource Centre. I am here to ask you some questions related to your perceptions about methods of disciplining children.

The discussion will take 30 to 40 minutes depending on your interest and participation. Any information you provide will be kept strictly confidential and will be presented together with answers from other participants so that no one can be identified. The discussion is voluntary and you are free to choose not to answer any or all of the questions, or leave the discussion at any time. However, if you do participate in the survey, your information will help IRC to design a better social intervention for the community and children.

Do you agree to participate?   Yes   No
(If no, say 'thanks' politely, and leave the house. Visit another household.)

Name of Respondent:_____**Village:**_____
Union Council:_____**Tehsil:**_____**District**_____

Household Demographic Detail

S #	Details of members	Male	Female
1	Number of adult members (above 18 years)		
2	Number of children (under 18)		

1) Did you receive physical punishment in childhood?
   - a. Yes
   - b. No

2) IF yes, what type of punishment?
   - a. Scolding/ridiculing
   - b. Ear twisting
   - c. Beating with hands
   - d. Canning (beating with a stick)
   - e. Slapping (beating on cheeks)
   - f. Ordering one to slap other(s)
   - g. Pulling hair
   - h. Other (specify)

3) How often did you receive punishment?

Method	Frequency				
	Everyday	Once a week	Once a month	Once every six months	Once a year
Scolding/ridiculing					
Ear twisting					
Beating with hands					
Canning					
Slapping					
Pulling hair					
Ordering one child to slap other(s)					
Ordering student to stand in a corner/outside class					
Other (specify)					

4) What methods do you use to discipline your son? (multiple answers allowed)

a. Scolding/ridiculing
b. Ear twisting
c. Beating with hands
d. Canning (beating with a stick)
e. Slapping (beating on cheeks)
f. Hair pulling

g. Ordering one child to slap other(s)
h. Ordering student to stand in a corner/outside class
i. Other (specify)

5) Which method do you think is effective in disciplining your son? (multiple answers allowed)
a. Scolding/ridiculing
b. Ear twisting
c. Beating with hands
d. Canning (beating with a stick)
e. Slapping (beating on cheeks)
f. Hair pulling

g. Ordering one child to slap other(s)
h. Ordering student to stand in a corner/outside class
i. Other (specify)

6) How often do you use these methods to discipline your son?

Method	Frequency				
	Everyday	Once a week	Once a month	Once every six months	Once a year
Scolding/ridiculing					
Ear twisting					
Beating with hands					
Canning					
Slapping					
Pulling hair					
Ordering one child to slap other(s)					
Ordering student to stand in a corner/outside class					
Other (specify)					

7) What methods do you currently use to discipline your daughter? (multiple answers allowed)
a. Scolding/ridiculing
b. Ear twisting
c. Beating with hands
d. Canning (beating with a stick)
e. Slapping (beating on cheeks)
f. Hair pulling

g. Ordering one child to slap other(s)
h. Ordering student to stand in a corner/outside class
i. Other (specify)

8) Which method do you think is effective in disciplining your daughter? (multiple answers allowed)
a. Scolding/ridiculing
b. Ear twisting
c. Beating with hands
d. Canning (beating with a stick)
e. Slapping (beating on cheeks)
f. Hair pulling

g. Ordering one child to slap other(s)
h. Ordering student to stand in a corner/outside class
i. Other (specify)

9) How often do you use these methods to discipline your daughter?

Method	Frequency				
	Everyday	Once a week	Once a month	Once every six months	Once a year
Scolding/ridiculing					
Ear twisting					
Beating with hands					
Canning					
Slapping					
Pulling hair					
Ordering one child to slap other(s)					
Ordering student to stand in a corner or outside class					
Other (specify)					

10) Do all of your children (from 5 to 15 years of age) go to school?
     a. Yes (go to Q 14)   b. No

11) If no, why?
     a. There is no school in the village
     b. There is a school in the village, but there is no teacher
     c. Education is useless. That's why I did not get them enrolled
     d. Other (specify)

12) Did any of your children discontinue his/her education?
     a. Yes   b. No

13) If yes, why?
     a. Due to punishment (if due to punishment, ask for the gender of the child- Boy or Girl?)
     b. School closed
     c. Lack of facilities in the school
     d. Other (specify)

14) If your children study in a school, have any of your children received corporal punishment from a teacher?
     a. Yes   b. No

15) Which one of your children gets more punishment from a teacher?
     a. Son   b. Daughter

16) Do you think a teacher has a right to inflict corporal punishment onto a child?
     a. Yes   b. No

17) Do you think corporal punishment leads to development of a positive behaviour in a child?
    a. Yes   b. No

18) Do you think corporal punishment by a parent is a form of violence?
    a. Yes   b. No

19) Do you think corporal punishment is sometimes necessary to discipline the child?
    a. Yes   b. No

20) To what extent do you agree to the following statements using scales given below:
1=strongly agree, 2= agree to some extent, 3=neither agree nor disagree, 4=disagree to some extent, 5=strongly disagree

    a. *Ustaad ji maar, baar ji sanwaar* (punishment by a teacher improves behaviour of the child --------------
    b. If children are not punished in childhood, they will grow into bad adults----------
    c. If children are not punished in childhood, they will not respect their elders---------
    d. Parents who do not punish the child, in fact spoil the child----------

21) Do you think there should be a law banning corporal punishment by parents to their children?
    a. Yes   b. No

22) Do you think there should be a law banning corporal punishment by teachers to their students?
    a. Yes   b. No

23) Have you heard of positive disciplining?
    a. Yes   b. No

24) If yes, where?
    a. During a workshop by an NGO/INGO   c. Self-study/books
    b. Meeting with school teachers   d. Other (specify)

25) Have you received any training on positive disciplining?
    a. Yes   b. No

26) If yes, who provided the training?
    a. Government education department   c. NGO/INGO
    b. Private educational institute   d. Other (specify)

27) Do you apply any method of positive disciplining?
    a. Yes   b. No

28) If yes, which one
    a. _____   b. ._____

Annexure II

Questionnaire for Teachers

Introduction

My name is _____. I am conducting a study for Indus Resource Centre. I am here to ask you some questions related to your perceptions about methods of disciplining children.

The discussion will take 30 to 40 minutes depending on your interest and participation. Any information you provide will be kept strictly confidential and will be presented together with answers from other participants so that no one can be identified. The discussion is voluntary and you are free to choose not to answer any or all of the questions, or leave the discussion at any time. However, if you do participate in the survey, your information will help IRC to design a better social intervention for the community and children.

Do you agree to participate?   Yes   No
(If no, say 'thanks' politely, and leave the school. Visit another school)

Name of Respondent:_____ Age: _____ Sex:_____ Qualification: _____
Name of School:_____Name of Village:_____ UC:_____
Tehsil:_____ District_____

1) Did you receive any physical punishment in childhood?
   a. Yes   b. No

2) If yes, what types of punishment?
   a. Scolding/ridiculing
   b. Ear twisting
   c. Beating with hands
   d. Canning (beating with a stick)
   e. Slapping (beating on cheeks)
   f. Hair pulling
   g. Ordering one child to slap other(s)
   h. Ordering a student to stand in a corner/outside class
   i. Other (specify)

3) How often did you receive corporal punishment?

Method	Frequency				
	Everyday	Once a week	Once a month	Once every 6 months	Once a year
Scolding/ridiculing					
Ear twisting					
Beating with hands					
Canning					
Slapping					
Pulling hair					
Ordering one child to slap other(s)					
Ordering student to stand in a corner or outside class					
Other (specify)					

4) What methods do you currently use to discipline your students? (multiple answers allowed)
   a. Scolding/ridiculing
   b. Ear twisting
   c. Beating with hands
   d. Canning (beating with a stick)
   e. Slapping (beating on cheeks)
   f. Pulling hair
   g. ordering one child slap other(s)
   h. ordering student to stand in a corner or outside class
   i. Other (specify)

5) Which method do you think is effective in disciplining your students? (multiple answers allowed)
   a. Scolding/ridiculing
   b. Ear twisting
   c. Beating with hands
   d. Canning (beating with a stick)
   e. Slapping (beating on cheeks)
   f. Pulling hair
   g. ordering one child slap other(s)
   h. ordering student to stand in a corner or outside class
   i. Other (specify)

6) How often do you use these methods to discipline your students?

Method	Frequency				
	Everyday	Once a week	Once a month	Once every six months	Once a year
Scolding/ridiculing					
Ear twisting					
Beating with hands					
Canning					
Slapping					
Pulling hair					
Ordering one child to slap other(s)					
Ordering student to stand in a corner or outside class					
Other (specify)					

7) Do you think any of your students discontinued his/her education or left school due to punishment?
   a. Yes
   b. No

8) If yes, how many students?   Write number _____

9) Do you think a teacher has a right to inflict corporal punishment onto a child?
   c. Yes
   d. No

10) Do you think corporal punishment leads to development of a positive behaviour in a child?
   c. Yes
   d. No

11) Do you think corporal punishment is sometimes necessary to discipline the child?
   a. Yes
   b. No

12) To what extent do you agree to the following statements using scales given below:

1=strongly agree, 2= agree to some extent, 3=neither agree nor disagree, 4=disagree to some extent, 5=strongly disagree

   a. *Ustaad ji maar, baar ji sanwaar* (punishment by a teacher improves behaviour of the child --------------

   b. If children are not punished in childhood, they will grow into bad adults----------

   c. If children are not punished in childhood, they will not respect their elders---------

   d. Parents who do not punish the child, in fact spoil the child-------

13) Do you think there should be a law banning corporal punishment by parents to their children?

   c. Yes   d. No

14) Do you think there should be a law banning corporal punishment by teachers to their students?

   c. Yes   d. No

15) Have you ever heard of positive disciplining?

   a. Yes   b. No

16) If yes, where?

   a. During professional training/course (Bed, MEd etc)   c. Self-study

   b. During workshop by an NGO/INGO   d. Other (specify)

17) Have you received training on positive disciplining?

   a. Yes   b. No

18) If yes, who provided the training?

   a. Govt Education Department   c. NGO/INGO

   b. Private educational Institute   d. Other (specify)

19) Do you apply positive disciplining in your school?

   a. Yes   b. No

20) What methods do you apply?

   a. .   b. .

21) Is there any Safe School Policy in your schools?   a. Yes   b. No

22) Is there any child led group/club monitoring physical humiliating punishment in this area?

   a. Yes   b. No

23) Is there any organization working on physical humiliating punishment in this area?

   a. Yes   b. No

Annexure III

FGD Guide for CSOs/Community Members

Name of the village:_____UC:_____Tehsil:_____District:_____

Details of participants

S No	Name	Age	Education	Occupation
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Questions

Start with a general question: In your opinion, how is the behavior/character of youngsters? (Probe: is their behavior positive, responsible? Or have they gone astray?

How about the behavior of boys and girls? (Probe: is behavior/character of today's boys and girls positive, responsible? How?

If their behavior/character is appropriate or not appropriate, how and why? (Probe: what kind of behavior of boys and girls is not appropriate? What are the reasons?

How to correct their behavior? (Probe: how to discipline them?)

What's your opinion about corporal punishment? (Probe: is corporal punishment good? Is it necessary? Is it the only effective method?)

Is there any method other than corporal punishment that can best discipline children? (Probe: What is the method? Why is it better/effective?

What is your opinion about corporal punishment in schools? (Probe: Does a teacher have a right to punish students? Is punishment by a teacher good for the child?

What do you think about the law banning corporal punishment by parents and teachers? (Probe: should there be such a law? Would you support the law?)

Annexure IV

FGD Guide (children 5-15 years)

Name of school/village:_____UC:_____Tehsil:_____District:_____

Details of participants

S #	Name	Age	Sex
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Start with ice breaking questions: Tell me something about your home environment. What do you like most at your home? How do you spend time at your home? What makes you happy?

What happens when you make a mistake? (Probe how their parents/guardians/teachers react? What sorts of mistakes they usually make and what kind of reaction they get?

What happens when children don't obey their parents/guardians/teachers? (Provide different examples to get their response specific to a context)

What kinds of disciplining methods are usually used by your parents/guardians/teachers? (Probe whether any of them have experienced these methods and in what situations. Do parents use different methods for boys and girls?)

In your opinion, what is the best method to discipline the child?

What to do in case that particular method of discipline does not work? (Probe what alternative methods they suggest, how these are effective and better than others)

How do you behave when your younger siblings make mistakes or do not obey you? (Probe if they use different methods of discipline as used by their parents.

What do you think about corporal punishment? (Probe: is it good? It is necessary? Is there any alternative method to discipline children? Who gets more punishment: boys or girls? Why? Where do children get more corporal punishment: home of school? Why?)

What kind of message would you like to give to your parents/teachers regarding disciplining of children?

Annexure V

In-depth interview guide

(representatives of Education Department, Sindh Text Book Board, Bureau of Curriculum, Provincial Institute of Teacher education, CSOs/CBOs)

Name: Designation: Department/organization:

What's your opinion about Physical and Humiliating Punishment? (Probe what he/she does think about the causes and effects of PHP?)

What does your department/organization do to stop PHP? (Probe whether they have initiated or intend to initiate advocacy campaign to address PHP?

To what extent do you think your department/organization has been successful or not in stopping/reducing PHP in schools and communities? (Probe what are the factors that have contributed in reduction or increase in PHP?)

What's your opinion about inclusion of PHP in school syllabus? (Probe what would be challenges and what would be encouraging factors to include PHP in syllabus?

In your opinion, what positive disciplining methods should be included in the syllabus and why?

What's your opinion about the law banning PHP in schools and at home?

What do you think about student-led clubs to monitor PHP in schools? (Probe whether students will be allowed to form such clubs and monitor PHP; and whether these would successful? What would be the challenges in forming student-led clubs?

Does your department/organization plan to build capacity of teachers of parents regarding PHP? (Probe about what plans they are planning, and how they would engage communities/parents?