

NATURE AND EFFECT OF PUNISHMENT ON PSYCHOSOCIAL DEVELOPMENT OF SCHOOL CHILDREN IN THE URBAN AND RURAL AREA OF BANGLADESH

**The Thesis Paper Submitted to the Department of Psychology in partial fulfillment of
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Any demerits and deficiencies remaining in this report must be attributed solely for myself.

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Abstract

Childhood punishment is a widespread phenomenon happening almost every corner around the globe. Existing socio-cultural context and lack of adequate systematic evidence surrounding punishment in Bangladesh left the issue almost unrevealed. This study attempted to address this gap. More specifically the current study investigated nature and extent of punishment in urban and rural schools. The key objectives were to look at the common forms of punishment, reasons for punishment and their impact on child's psychosocial development. Additionally, the study revealed whether forms and causes of punishment vary by area and by the people committed these punishments.

300 school children of age between 7-14 were selected from four schools located in urban and rural area of Bangladesh. Forms and reasons of punishment were measured using researcher developed structured checklist. Additionally, Beck Youth Inventories of Emotional and Social Impairment (BYI) consisting five scales, i.e., self-concept, anxiety, anger, depression and disruptive behavior, was used to captured psychosocial development of the children. The study was conducted following ethical guidelines prescribed by American Psychological Association (APA) and local norm. Descriptive, correlational and some inferential statistics were applied to answer the research questions.

Results indicated that physical punishment was most common form of punishment followed by mental and deprivation. There was significant difference of forms of punishment and psychosocial development variables between urban and rural school children. Reasons for physical, mental and deprivation punishment were revealed and presented separately for

teachers, fathers and mothers. All forms of punishment had statistically significant but lower effect on each of the psychosocial development variables individually or in combination.

Scenario of punishment in schools and families is worrying. Specific school based intervention program targeting teachers and parents can be beneficial to address this issue.

Additionally, policy makers and school authorities should take legislative steps to eradicate child punishment either in home or institution or urban or rural area.

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Chapter 01: Introduction

NATURE AND EFFECT OF PUNISHMENT ON PSYCHOSOCIAL DEVELOPMENT OF SCHOOL CHILDREN IN THE URBAN AND RURAL AREA OF BANGLADESH

Introduction

The experience of punishment during childhood is a widespread phenomenon. Indeed, researchers have reported that over 94% of parents of toddlers use some form of corporal punishment (Straus & Stewart, 1999) and that 75% of a college student sample reported experiencing some form of corporal punishment in their childhood (Ateah & Parkin, 2002). Punishment is an important part of B. F. Skinner's theory operant conditioning. According to Skinner, punishment involves applying a stimulus after a behavior in order to reduce likelihood that the behavior will occur again in the future.

Basically Punishment (also known as discipline or penalty) is the authoritative imposition of something undesirable or unpleasant on, or the removal of something desirable or pleasant from a person, animal, organization or entity in response to behavior deemed unacceptable by an individual, group or other entity. The authority may be either a group or a single person, and punishment may be carried out formally under a system of law or informally in other kinds of social settings such as within a family, school etc. In the cultural context of South Asia, particularly in Bangladesh the scenario is more alarming (Fahmida Jabeen, 2004).

Articles published in Bangladeshi newspapers illustrate the type and severity of corporal punishment in schools: A 10 –year old boy named Anwar –teacher claimed that he (Anwar) stolen money from his classmates. So, teacher caning him. For that after returning home that boy suicide by poisoning. (“Prothom Alo,“ in the institution 59 % student’s get punishment “ 21 March,2012.)

Appreciation of unconditional family and teacher obedience along with deep-rooted patriarchal social structure leave the child punishment issue unchallenged and regarded as almost an acceptable form of discipline in Bangladeshi society. Various forms of punishment and its prevalence have been outlined by Siddiqui (2001). In his book, 'Better Days, Better Lives: Towards a Strategy for Implementing the Convention on the Rights of the Child in Bangladesh' he noted "In Bangladesh, psychological, physical and humiliating punishment is a common scenario in school and in the family setting. Severe punishments at home and at school as well as in the workplace are part of daily life for children in Bangladesh. Pain is often inflicted on children by parents, guardians and teachers to secure better academic performance and to enforce obedience. This practice is augmented by the traditional view in Bangladesh society that parents, guardians, teachers and elders 'can do no wrong'" (Siddiqui, 2001).

However, studies surrounding punishment in childhood have well-documented and revealed a range of negative consequences with the development of child (Ferguson, 2013; Xing & Wang, 2013; Rus et al., 2013; Alyahri & Goodman, 2008). Spanking, usually defined as a mild open-handed strike to the buttocks or extremities and corporal punishment, which also includes more severe use of physical punishments, such as striking the face, hitting with an object or shaking or pushing a child, have been issues for considerable debate in social science and in the general public. The American Academy of Pediatrics has counseled against the use of spanking as a disciplinary strategy, citing potential negative child outcomes such as increased aggressiveness and potential physical harm to the child (American Academy of Pediatrics, 1998). In this connection there is an increasing awareness in the state level of the potential negative consequence of punishment. Sweden was the first country to ban corporal punishment, eventually leading the way for a total of 35 countries that do not allow the use of corporal punishment in the home (GITEACPOC, 2014). In a 2011 ruling on corporal

punishment in schools, the Supreme Court of Bangladesh High Court Division called for prohibition of corporal punishment in the home and directed the Government to consider amending the Children Act 1974 to make it an offence for parents (and employers) to impose corporal punishment on children. The Children Act 2013, which repeals the Children Act 1974, was enacted in 2013. Early in the year it was reported that the draft Act included prohibition in all settings (GITEACPOC, 2013).

Punishment leads to internalizing problem behavior which is again varies by sex. A recent study in China investigated the sex differences in the reciprocal relations between parental corporal punishment and child internalizing problem behavior. Four hundred fifty-four Chinese elementary school-age children completed measures of their parental corporal punishment toward them and their own internalizing problem behavior at two time points, 6 months apart. Structural equation modeling revealed that both parental mild and severe corporal punishment significantly predicted child internalizing problem behavior for girls, but only parental severe corporal punishment marginally predicted child internalizing problem behavior for boys; child internalizing problem behavior predicted both mild and severe corporal punishment for boys but not for girls (Xing & Wang, 2013).

Effect of punishment

Physical and psychological punishment of girls and boys puts them at risk in terms of their physical, emotional, cognitive and social development (Alyahri & Goodman, 2008). The impact of such punishment depends on the child's age, development stage and type of environment where the child grows e.g. the family, community and community context where families model violence as means of resolving conflict and handling stress; and the availability of family, community and government support.

Physical injury: Children may suffer injuries arising from physical punishment that needs medical attention, leave permanent damage, disability and even their death. Even minor forms of violence can cause injuries, and in the worst case permanent disability and even death. A blow causing a fall could result in injuries; eardrums can burst from a child's ears being boxed. Children subjected to repeated violence may exhibit dysfunctional behaviour such as poor communication and they may as well display aggressive behaviour towards themselves and others. Child abuse and physical punishment can produce feelings of guilt, violation, loss of control and lowered self-esteem (CRC, 2006).

Cognitive development: Physical and psychological punishment have adverse short and long-term effects on attention, memory, conceptual knowledge and its formation, learning, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action and motor control (Sue, Sue, & Sue, 2012).

Emotional development: Physical and psychological punishment is associated with unhappiness, humiliation, low self-esteem, sadness, shame, feeling of hopelessness, depression, anxiety, anger and vindictiveness. Beyond violating a fundamental right of the

child, beating a child causes pain, injury, humiliation, anxiety, anger and vindictiveness that could have long-term psychological effects. Physical abuse may reduce a child's sense of worth and increase vulnerability to depression (Sue et al., 2012).

Social development: Physical and psychological punishment causes poor relationships with parents, peer, siblings, friends and those in authority. It is often linked to an increased likelihood of delinquent and antisocial behavior, and impaired social relationships (Rus et al., 2013). Children who receive physical punishment have an increased tendency to act out, bully, lie, attack their siblings, hit their parents, retaliate aggressively against peers and not show remorse. They are less likely to internalize moral values, including resistance to temptation, altruistic behavior, empathy and moral judgment, than children who are not physically punished.

Escalation: Mild punishment inflicted by parents during infancy tends to escalate, as the child grows older. The little smack soon becomes spanking and then a beating. Many parents convicted of seriously assaulting children started with mild physical punishment (Sue et al., 2012).

Early years: Physical punishment in early years (especially the first three years) of a child's life can have a long-lasting negative impact on the child's physical, emotional, intellectual and social development of children (Simons & Wurtele, 2010). Care, affection and positive interaction with children during the early years will enable a child to reach her/his full potential. Physical punishment in children has been linked to the development of adult aggression, criminal and anti-social behavior and the abuse of one's own child or spouse. Even at two years of age, children who are physically punished are more likely to distance

themselves from their parents than who are not physically punished (Simons & Wurtele, 2010).

Encouraging Cycle of Violence: Many scientific research studies have shown that physical violence in the early years causes children to become violent and abusers when they are adults (Ferguson, 2013). The strongest, usually unintended, message that corporal punishment sends to the mind of a child is the violent behavior is acceptable, that it is all right for a stronger person to use force to coerce a weaker one. This helps to perpetuate a cycle of violence in the family, thinking it a normal part of upbringing and discipline. It also encourages violence in society as a means to settle conflicts. Children observe and imitate the behavior of the adult so if the adult shows anger and aggressiveness the child will adopt the behavior. Boys are encouraged to use violence as a means to settle conflicts and disputes and conversely, girls are encouraged to accept and internalize the consequences of violence (Ateah & Parkin, 2002).

Ineffectiveness: Physical and psychological punishment is usually ineffective. It on its own does not teach children right from wrong. It can bring about immediate compliance but children do not remember the reasons for their punishment and only remember the act of the physical or verbal abuse and so they repeat the misbehavior or inappropriate activities (Gershoff, 2002).

Impact on enrolment, retention and learning achievement in schools: Physical and psychological abuse at homes and in schools is one of the major factors to force children to flee from their homes and drop out of schools. The threat of corporal punishment in schools has a deep and often damaging impact on a child's motivation, interest and ability to learn and grow as learners and individuals (Straus & Stewart, 1999). A common effect of corporal

punishment is a growing fear of teachers among school children and therefore a dislike of school. Studies show that corporal punishment is a direct and significant reason for children dropping out of school (UNICEF, 2001). In Nepal, 14 percent of children claimed to have dropped out of school because they feared the teacher (Haq, 2008) .

When driven by fear of punishment, children learn simply to please the teacher and not to acquire skills and knowledge for their own development. Physical punishment thus distorts a student's motivation and learning is influenced by fear. Children who are physically and emotionally abused develop anxiety that causes loss of concentration and poor learning. They tend to fear taking risks and being creative.

Sometimes the child may not clearly understand the reason for the punishment, or the punishment is inconsistently given, and in these cases, corporal punishment can lead to passivity or strong feelings of helplessness. Children may sometimes appear to take violence in the classroom lightly, for example finding it amusing when the teacher makes them stand outside the classroom. But this form of punishment may also have long-term consequences. Children who are subject to physical and mental punishment commonly experience humiliation and shame. There are even examples of children committing suicide because of repeated humiliating treatment in schools. Corporal punishment is often justified as a necessary mean to create classroom discipline. In fact, corporal punishment is the least effective method of discipline. Punishment reinforces uncertainty and an identity of failure. It reinforces rebellion, resistance, revenge and resentment.

In summary, punishment in any form has found to have mild to severe negative outcomes in child's physical, psychological and social development.

The present study

While there has been a plethora of studies on punishment and its impact on child development, no systematic study has been conducted on this issue in the cultural context of Bangladesh. The current study, therefore, is an attempt to explore the nature and extend punishment to children committed by parents and teachers and to see its potential impact on the psychosocial development of children. By psychosocial development the current study considered five areas such as anger, depression, anxiety, disruptive behavior and self concept of the children being studied as suggested by Beck Youth Inventories (Beck, 2001; Beck, Ph, Beck, Jolly, & Psy, 2005).

Objective of the study

The main objective of the study is to understand the nature and effect of punishment on psychosocial development of school children in the urban and rural area of Bangladesh.

Specific objectives were-

- To identify the common form of punishment in rural and urban area;
- To identify the common reason for punishment in rural and urban area;
- Whether parents and teachers differ in respect of type and reason of punishment;
- Whether severity of punishment has any impact on psychosocial development.

Rationale

Impact of punishment in childhood has been well documented in the West. Unfortunately there is dearth of scientific investigation surrounding this area in Bangladeshi context leaving school administrators, parents, teachers, counselors and policy makers unaware on this issue. Finding of this study is an addition in the knowledge base. School Management Committee (SMC), parents and teachers can be benefitted. School counselors and educational psychologist as well other child health professionals can use the study findings in their practice. Finally outcomes of this study will help policy makers and child rights bodies to advocate for environment where a child can develop properly.

Chapter 02: Method

2.1. Sample and sampling technique:

For the present study, 300 children of age between 10 to 13 years were selected conveniently from 4 schools (2 governments and 2 non-governments) situated in urban and rural areas of Bangladesh. The names of the schools were:

1. Madartek Abdul Aziz High School & College
2. Kadamtala East Bashabo School and College
3. Rangpur Govt. High School
4. Chatiani Govt. School, Pabna

Equal number of children in respect to gender from both rural and urban sample was included for each grade. Table 2.1 illustrates sex and grade wise distribution of the study sample.

Table 2. 1: Sex and grade wise distribution of urban and rural sample

Grade	Rural		Urban		Total
	Male	Female	Male	Female	
<i>Six</i>	24	26	23	26	99
<i>Seven</i>	26	24	27	24	101
<i>Eight</i>	26	24	26	24	100
Total	76	74	76	74	300

2.2. Study Design

The study adopted cross-sectional survey design.

2.3. Measuring Instruments

2.3.1. The Beck Youth Inventories of Emotional and Social Impairment (BYI)

In this research Bangla version (Uddin, Hoque, & Shimul, 2011) of “Beck Youth Inventories of Emotional and Social Impairments” (Beck, 2001; Beck et al., 2005) scale was used to measure psychosocial development of children. The Beck Youth Inventories of Emotional and Social Impairment (BYI) Scale measures five psychosocial areas. These are depression, anxiety, anger, disruptive behavior and self concept.

The Beck Youth Inventories of Emotional and Social Impairment (BYI) comprised of five self report measures that may be used separately or in any combination to assess a child’s experience of Depression, Anxiety, Anger, Disruptive behavior and self concept (Beck et al., 2005). The Inventories were intended for use with children between the ages of 7 and 14.

The Beck Youth Inventories are easy to administer and brief (approximately 5-10 minutes each) assessments of distress in children and young adolescents. Each inventory contains 20 statements about thoughts, feelings, or behaviors associated with emotional and social impairment in youth. The children responded to each item by indicating how frequently the statement is true for them. A brief introduction to each inventory follows,

- Beck Depression inventory for youth (BDI-Y). In line with the depression criteria of the American Psychiatric Association’s DSM-IV (1994), the inventory is designed to identify symptoms of depression in children. It includes items that reflect children’s negative thoughts about themselves, their lives, and their future; feelings of sadness; and physiological indication of depression.
- Beck anxiety inventory for youth (BAI-Y). The items in this inventory reflect children’s fear (e.g. their school, getting hurt, their health) worrying and physiological symptom associated with anxiety.

- Beck Anger Inventory for Youth (BANI-Y). Items include the perception of mistreatment, negative thoughts about others, feelings of anger, and physiological arousal.
- Beck Disruptive behavior Inventory for Youth (BDBI-Y). Behavior and attitudes associated with conduct disorder and oppositional defiant disorder are included in this inventory.
- Beck self-Concept Inventory for Youth (BSCI-Y). This inventory includes self perception, such as competence, potency and positive self-worth.

The Beck Youth Inventories of Emotional and Social Impairment (BYI) has been adopted to Bangladeshi culture (Uddin et al., 2011) and found to have sound psychometric properties (Cronbach's alpha ranged between .77 and .88).

2.3.2. Nature and extend of punishment was measured through structured checklist:

In order to find out various forms and reasons of punishment a structured checklist was prepared by the researcher (see Appendix 2). To develop this checklist focus group discussion was carried out with small number of children. They were asked about the various forms of punishment, when they got punishment and by whom. Based on this pilot discussion the final checklist were prepared. The checklist was divided into two sections. First section illustrates different situations when a child got punishment. Second section deals with the severity of punishment. Answers were coded either 'yes/no' or a five-point rating scale where high score indicated more severe punishment.

2.3.3. Demographic information collection format

This format recorded respondents' age, sex, academic results, father's education, occupation, income, mother's education, occupation and income.

2.4. Procedure

Following ethical approval from the University of Dhaka the data collection process began. Before the actual data collection process, structured checklist was prepared. Data collection process included getting permission from school authority, establishing rapport with the children and finally collecting the actual data. The following section depicts detail procedure of each selected school.

Madartek Abdul Aziz High School & College After the formal permission head of the school introduced the researcher with student of boys and girls section of class 6, 7 and 8. In the 1st day of data collection we conveniently chose interested 12 boys and 13 girls from class 6 and took them in a class room to talk regarding do they have friend, what they like or do not like, how they spend their time at home, do they play, which teacher they like or dislike, why they like or dislike them, does they like or dislike their parents and why, does they receive physical or mental punishment, etc. This way we build up a strong rapport within 1 week. Then they were informed about the research briefly. Then they were presented with the punishment type, situation related sheet (Research data collection sheet). They were briefed of what they have to do. It is obvious that we ensure them what we discuss during the rapport build up, discussion in between; the information from research sheet will be kept secret and if it is to be published then should be taken their consent. The rapport builds up and data collection for boys and girls are done separately. Each participant filled up the information sheet separately. This way we collected information of class 6 within 8 days. In the same manner data of class 7 were collected within 10 days and class 8 within next 10 days.

Kadamtala East Bashaboo School and college The school situated in East Bashabo of East Sabujbag in Dhaka. Following the above protocol data of this school were collected.

Rangpur Govt. High school After we discuss the research subject, objective, procedure to work with the student etc. with the head master he introduced the researcher and with the help of teacher and class representative we conveniently chose interested boys and girls from class 6, 7 and 8 for rapport build up. While rapport build up we took their opinion on how should a good school be like, how the teachers should be, the teachers they like or dislike class room to talk with them regarding do they have friend, what they like or don't like, how they spend their time at home, do they play, which teacher they like or dislike, why they like or dislike, does they like or dislike their parents, does they receive physical or mental punishment, etc. Then discuss with them regarding the subject of the research and what is their role in this research. After the rapport build up session among 12 boys 5 of them refused to be a part of this research after they were aware of their role in the research. In this case again we have to choose another 5 boys and rapport builds up with them. During the rapport build up we informed them about the secrecy of their information, the research subject, objective of the research etc. and then ask them to fill up the data collection sheet. Every boys and girls fill up the data collection sheet individually in separate room.

Chatiani Govt. School, Pabna The school located in Pabna. Data collection procedure, steps were as the previous manner.

Thus way the present researcher went to the different schools in the urban and rural area of Bangladesh and before applying the checklist she introduced herself to the authority and took formal permission for conducting the study. Then the researcher addressed the connected teacher and class representatives of the schools and told them the purpose of the study. After establishing the rapport with the conveniently selected student, administered the checklist on

punishment and Beck Youth Inventories of Emotional and Social Impairment (BYI) on each respondent individually. Detail instruction was given for BYI following the manual.

2.5 Analysis

In order to meet the objectives of this study, data were coded and analyses using computer program SPSS v. 20. First, descriptive statistics such as frequency distribution, mean and standard deviation were conducted. Secondly, to reveal common forms of punishment by area and by teachers and parents separately multiple response analysis was calculated. Pearson product moment correlation was also used to see the relationship between punishment forms and psychosocial development variables. To investigate whether punishment forms and psychosocial development variables vary by area of school independent sample t-test was conducted. Finally, to see the potential impact of punishment on children's psychosocial development, linear multiple regression analyses were done.

Chapter 03: Results

3.1 Descriptive statistics of the study variables

In order to illustrate descriptive statistics of the study variables, frequency distributions are presented for the categorical variable while mean and standard deviation (SD) are mentioned for the continuous variables. As can be seen from the Table 3.1, nearly half of the participants' (42.3) family income ranges from 5001 to 10000 BDT. Regarding education, highest percentage comes with a HSC (34.3%) qualification for mothers, while for fathers it is SSC (32.0%). In relation to occupation, more than half of the fathers reported to involved with business (53.3%) followed by service (42.0%) while more than three quarters mothers were housewives.

Table 3. 1: Family income, parents' education and occupation of the study sample

Variable Category	Frequency	Percentage
Family income		
<i>Below 3000</i>	12	4.0
<i>3001-5000</i>	56	18.7
<i>5001-10000</i>	127	42.3
<i>10001-15000</i>	49	16.3
<i>15001 to above</i>	56	18.7
Father's education		
<i>Below SSC</i>	15	5.0
<i>SSC</i>	96	32.0
<i>HSC</i>	48	16.0
<i>Bachelor</i>	46	15.3
<i>Master's</i>	30	10.0
<i>Other</i>	65	21.7

Father's occupation	6	2.0
<i>House holder</i>	126	42.0
<i>Service</i>	160	53.3
<i>Business</i>	8	2.7
<i>Other</i>		
Mother's education		
<i>Below SSC</i>	44	14.7
<i>SSC</i>	72	24.0
<i>HSC</i>	103	34.3
<i>Bachelor</i>	47	15.7
<i>Master's</i>	25	8.3
<i>Other</i>	9	3.0
Mother's occupation		
<i>Housewife</i>	232	77.3
<i>Service</i>	30	10.0
<i>Business</i>	38	12.7

Table 3.2 presents mean and SD of various forms of punishment and psychosocial development variables as measured by Beck Youth Inventories.

Table 3. 2 **Mean and SD of punishment and psychosocial developments variables**

	Mean	Std. Deviation	N
Physical punishment	1.7933	.82435	300
Mental punishment	1.6900	.84634	300
Deprivation	1.4533	.69481	300
Self concept	32.0900	13.18489	300
Anxiety	16.3767	11.30520	300
Depression	14.8400	9.82903	300
Anger	14.8000	9.89240	300
Disruptive behaviour	15.6567	12.39506	300

3.3 Common forms and sources of punishment in rural and urban area

From Table 3.3, it is revealed that physical punishment ($M=1.79$, $SD=.82$) was the most common form of punishment followed by mental ($M=1.69$, $SD=.85$) and deprivation ($M=1.45$, $SD=.69$).

Table 3. 3 Common forms of punishment

Forms of punishment	N	Mean	Std. Deviation
Physical	300	1.7933	.82435
Mental	300	1.6900	.84634
Deprivation	300	1.4533	.69481

Table 3.4 represents punishment forms by area. To investigate whether forms of punishment vary by area, t-test was conducted. As can be seen in the Table 3.4, physical, mental and deprivation punishment significantly differed between urban and rural cases.

Table 3. 4 Forms of punishment by area

Form of punishment	Area	N	Mean	t	Sig.
Physical	Urban	150	1.6867	-2.256	.025
	Rural	150	1.9000		
Mental	Urban	150	1.9133	4.731	.001
	Rural	150	1.4667		
Deprivation	Urban	150	1.7067	6.772	.001
	Rural	150	1.2000		

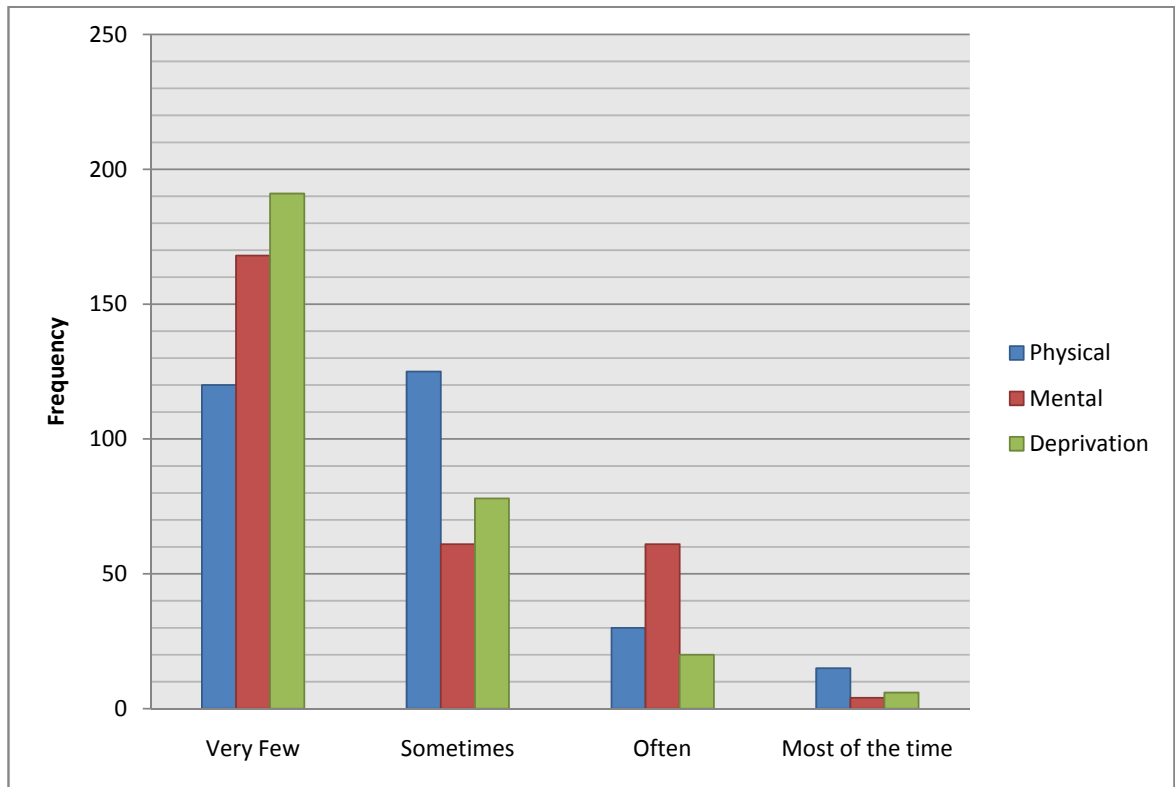


Figure 3. 1 Frequency of physical, mental and deprivation punishment (N=300)

While comparing sources of punishment by area, Table 3.5 indicates there is no statistically significant difference of punishment given by teachers and fathers between urban and rural sample. However, regarding mother there is significant difference ($t=5.406$, $p<.001$) with urban mothers giving more punishment than rural mothers.

Table 3. 5 Difference of punishment given by parents and teacher between urban and rural area

Source of punishment	Area	N	Mean	t	Sig.
Teacher	Urban	150	1.45	1.207	.228
	Rural	150	1.38		
Father	Urban	150	1.65	1.893	.059
	Rural	150	1.49		

Mother	Urban	150	1.73	5.406	.001
	Rural	150	1.31		

3.3 Common reason for punishment in rural and urban area

Next to find out common reasons for punishment by teachers and parents in urban and rural area, we conducted multiple response analysis. Table 3.5 to Table 3.13 depicts common reasons for physical, mental and deprivation as committed by teachers, fathers and mothers.

Reasons with most agreements by the children were included in the following tables.

For physical punishment by teachers the top three reasons were ‘talking too much (76.2%)’, ‘failure to answer a question (60.7%)’ and ‘fail in exam (60.4%)’.

Table 3. 6 Common reasons for physical punishment by teacher by area

Common reasons for physical punishment		Urban	Rural	Total
Talk too much	Count	130	97	227
	% of Total	43.6%	32.6%	76.2%
Doing anything without informing him	Count	90	64	154
	% of Total	30.2%	21.5%	51.7%
If suspect fault from his spelling	Count	90	72	162

Common reasons for physical punishment		Urban	Rural	Total
	% of Total	30.2%	24.2%	54.4%
Disturb him without any reason	Count	75	75	150
	% of Total	25.2%	25.2%	50.3%
If destroy something	Count	75	76	151
	% of Total	25.2%	25.5%	50.7%
Not studying	Count	87	62	149
	% of Total	29.2%	20.8%	50.0%
Doing something instead of study	Count	90	78	168
	% of Total	30.2%	26.2%	56.4%
Inattentiveness	Count	95	80	175
	% of Total	31.9%	26.8%	58.7%
Fail in the examination	Count	90	90	180
	% of Total	30.2%	30.2%	60.4%
Failure to give the answer of the topics	Count	95	86	181
	% of Total	31.9%	28.9%	60.7%

The most common three reasons for which teachers give mental punishment to the children were 'taking something without permission (40.9%)', 'outing from classroom without permission' and showing 'disrespectful attitudes'.

Table 3. 7 Common reasons for mental punishment by teacher by area

Common reasons for mental punishment		Urban	Rural	Total
Telling lie	Count	30	50	80
	% of Total	10.5%	17.5%	28.0%

Outing from classroom without permission	Count	50	52	102
	% of Total	17.5%	18.2%	35.7%
Disrespectful attitudes	Count	40	61	101
	% of Total	14.0%	21.3%	35.3%
Rough behaviour with others	Count	36	42	78
	% of Total	12.6%	14.7%	27.3%
Taking something without permission	Count	60	57	117
	% of Total	21.0%	19.9%	40.9%
Doing anything without informing teacher	Count	44	29	73
	% of Total	15.4%	10.1%	25.5%
Angriness without any reason	Count	50	34	84
	% of Total	17.5%	11.9%	29.4%
If destroy something	Count	55	41	96
	% of Total	19.2%	14.3%	33.6%
Coping something from the book or others	Count	55	39	94
	% of Total	19.2%	13.6%	32.9%

The top three reasons for depriving children by teachers were ‘if not obey him/her (57.9%)’, ‘breaking discipline (39.6%)’ and ‘dirtiness (38.6%)’.

Table 3. 8 Common reasons for deprivation by teacher by area

Common reasons for deprivation		Urban	Rural	Total
Dirtiness	Count	65	45	110
	% of Total	22.8%	15.8%	38.6%
If destroy something	Count	52	38	90

	% of Total	18.2%	13.3%	31.6%
	Count	52	56	108
Not follow his/her order	% of Total	18.2%	19.6%	37.9%
	Count	61	52	113
Break the discipline	% of Total	21.4%	18.2%	39.6%
	Count	89	76	165
If not obey him/her	% of Total	31.2%	26.7%	57.9%
	Count	54	45	99
Not studying	% of Total	18.9%	15.8%	34.7%
	Count	50	37	87
Fail in the examination	% of Total	17.5%	13.0%	30.5%
	Count	60	42	102
Failure to give the answer of the topics	% of Total	21.1%	14.7%	35.8%
	Count	45	38	83
Coping something from the book or others	% of Total	15.8%	13.3%	29.1%

Father punished children physically mainly because of talking too much (48.7%), not studying (48.0%) and inattentiveness (47.7%).

Table 3. 9 Common reasons for physical punishment by father by area

Common reasons for physical punishment		Urban	Rural	Total
	Count	75	71	146
Talk too much	% of Total	25.0%	23.7%	48.7%
	Count	55	57	112
Quarrelling	% of Total	18.3%	19.0%	37.3%

Common reasons for physical punishment		Urban	Rural	Total
Disrespectful attitudes	Count	60	53	113
	% of Total	20.0%	17.7%	37.7%
Taking something without permission	Count	75	62	137
	% of Total	25.0%	20.7%	45.7%
Doing anything without informing him	Count	75	48	123
	% of Total	25.0%	16.0%	41.0%
If suspect fault in his spelling	Count	70	51	121
	% of Total	23.3%	17.0%	40.3%
Not follow his/her order	Count	65	61	126
	% of Total	21.7%	20.3%	42.0%
If not obey him/her	Count	65	56	121
	% of Total	21.7%	18.7%	40.3%
Not studying	Count	75	69	144
	% of Total	25.0%	23.0%	48.0%
Doing something instead of study	Count	75	68	143
	% of Total	25.0%	22.7%	47.7%
Inattentiveness	Count	80	63	143
	% of Total	26.7%	21.0%	47.7%

Common reasons for mental punishment by fathers were failing in exam (42.3%), suspecting fault in his spelling (39.9%) and not following his order (34.5%).

Table 3. 10 Common reasons for mental punishment by father by area

Common reasons for mental punishment	Urban	Rural	Total
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Outing from classroom without permission	Count	55	40	95
	% of Total	18.8%	13.7%	32.4%
Rough behaviour with others	Count	45	35	80
	% of Total	15.4%	11.9%	27.3%
Taking something without permission	Count	45	30	75
	% of Total	15.4%	10.2%	25.6%
If suspect fault in his spelling	Count	80	37	117
	% of Total	27.3%	12.6%	39.9%
If destroy something	Count	45	31	76
	% of Total	15.4%	10.6%	25.9%
Not follow his order	Count	50	51	101
	% of Total	17.1%	17.4%	34.5%
Break the discipline	Count	60	38	98
	% of Total	20.5%	13.0%	33.4%
Inattentiveness	Count	50	31	81
	% of Total	17.1%	10.6%	27.6%
Fail in the examination	Count	90	34	124
	% of Total	30.7%	11.6%	42.3%
Failure to give the answer of the topics	Count	55	37	92
	% of Total	18.8%	12.6%	31.4%

The top three reasons for deprivation by father were showing anger without reason (28.7%), taking something without permission (27.3%) and not obeying him (26.3%).

Table 3. 11 Common reasons for deprivation by father by area

Common reasons for deprivation		Urban	Rural	Total
Taking something without permission	Count	45	34	79
	% of Total	15.6%	11.8%	27.3%
Angriness without any reason	Count	50	33	83
	% of Total	17.3%	11.4%	28.7%
Break the discipline	Count	45	26	71
	% of Total	15.6%	9.0%	24.6%
If not obey him	Count	45	31	76
	% of Total	15.6%	10.7%	26.3%
Inattentiveness	Count	40	33	73
	% of Total	13.8%	11.4%	25.3%
Failure to give the answer of the topics	Count	41	33	74
	% of Total	14.2%	11.4%	25.6%
Coping something from the book or others	Count	45	28	73
	% of Total	15.6%	9.7%	25.3%

Mother punished children physically for using others things (53.3%), not obeying her (52.7%) and coping from books (52.0%).

Table 3. 12 Common reasons for physical punishment by mother by area

Common reasons for physical punishment by mother		Urban	Rural	Total
Disrespectful attitudes	Count	75	76	151

	% of Total	25.0%	25.3%	50.3%
	Count	65	71	136
Rough behaviour with others	% of Total	21.7%	23.7%	45.3%
	Count	80	80	160
Using others things	% of Total	26.7%	26.7%	53.3%
	Count	90	68	158
If not obey her	% of Total	30.0%	22.7%	52.7%
	Count	70	60	130
Not studying	% of Total	23.3%	20.0%	43.3%
	Count	75	58	133
Doing something else instead of study	% of Total	25.0%	19.3%	44.3%
	Count	75	59	134
Fail in the examination	% of Total	25.0%	19.7%	44.7%
	Count	75	62	137
Failure to give the answer of the topics	% of Total	25.0%	20.7%	45.7%
	Count	80	76	156
Coping something from the book or others	% of Total	26.7%	25.3%	52.0%

Common reasons for mental punishment by mothers were doing something else instead of study (36.3%), inattentiveness (36.3%) and dirtiness (34.5%).

Table 3. 13 Common reasons for mental punishment by mother by area

Common reasons for mental punishment by mother	Urban	Rural	Total
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Taking something without permission	Count	65	32	97
	% of Total	22.9%	11.3%	34.2%
Dirtiness	Count	55	43	98
	% of Total	19.4%	15.1%	34.5%
Break the discipline	Count	50	44	94
	% of Total	17.6%	15.5%	33.1%
Doing something else instead of study	Count	60	43	103
	% of Total	21.1%	15.1%	36.3%
Inattentiveness	Count	60	43	103
	% of Total	21.1%	15.1%	36.3%
Fail in the examination	Count	50	43	93
	% of Total	17.6%	15.1%	32.7%

Mother deprived children for not studying (32.0%), suspecting fault in her spelling (27.0%) and failing in examination (26.3%).

Table 3. 14 Common reasons for deprivation by mother by area

Common reasons for deprivation by mother	Urban	Rural	Total
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Using others things	Count	35	31	66
	% of Total	13.5%	12.0%	25.5%
Doing anything without informing	Count	45	22	67
	% of Total	17.4%	8.5%	25.9%
If suspect fault from her spelling	Count	35	35	70
	% of Total	13.5%	13.5%	27.0%
If not obey her	Count	35	26	61
	% of Total	13.5%	10.0%	23.6%
Not studying	Count	30	53	83
	% of Total	11.6%	20.5%	32.0%
Fail in the examination	Count	35	33	68
	% of Total	13.5%	12.7%	26.3%
Failure to give the answer of the topics	Count	35	30	65
	% of Total	13.5%	11.6%	25.1%

3.4 Relationship of punishment and psychosocial development of children

Table 3.14 presents correlation between forms of punishment with psychosocial development variables. As can be seen, there is low to moderate association between punishment forms and psychosocial development variables.

Table 3. 15 Correlation between punishment types and psychosocial development

	Physical punishment	Mental punishment	Deprivation	Self concept	Anxiety	Depression	Anger	Disruptive behaviour
1	1	.128*	.036	.195**	.217**	.145*	.109	.060
2		1	.462**	.171**	-.100	-.233**	-.146*	-.294**
3			1	.147*	-.182**	-.234**	-.213**	-.333**
4				1	.009	-.053	-.200**	-.247**
5					1	.449**	.358**	.510**
6						1	.482**	.531**
7							1	.453**
8								1

*. Correlation is significant at the 0.05 level (2-tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

3.5 Effect of punishment on psychosocial development

In order to investigate potential effect of punishment on children's psychosocial development indicators, linear multiple regressions were calculated inserting punishment forms as independent variables and each psychosocial development variable separately in different models. Table 3.15 illustrates the results of multiple regression analyses. As can be seen from the data of Table 3.15, all models were statistically significant at .01 level but not all forms of punishment were found to have significant effect on psychosocial development variables. For example, physical punishment had statistically significant impact on self concept ($\beta=.178$, $p<.01$), anxiety ($\beta=.229$, $p<.001$), depression ($\beta=.174$, $p<.01$) and anger ($\beta=.126$, $p<.05$) but not on disruptive behavior. Mental punishment on the other hand had significant impact on child's depression ($\beta=-.183$, $p<.01$) and disruptive behavior ($\beta=-.192$, $p<.01$). Similarly, deprivation was found to have significant impact on anxiety ($\beta=-.166$, $p<.01$), depression ($\beta=-.156$, $p<.01$), anger ($\beta=-.181$, $p<.01$) and disruptive behavior ($\beta=-.248$, $p<.001$).

Table 3. 16 Effect of punishment on psychosocial development variables

Model	β	R^2	F
Dependent variable: Self concept			
<i>Physical punishment</i>	.178*	.066	7.02**
<i>Mental punishment</i>	.106		
<i>Deprivation</i>	.092		
Dependent variable: Anxiety			
<i>Physical punishment</i>	.229**	.085	9.168**
<i>Mental punishment</i>	-.052		
<i>Deprivation</i>	-.166*		
Dependent variable: Depression			
<i>Physical punishment</i>	.174*	.104	11.494**
<i>Mental punishment</i>	-.183*		
<i>Deprivation</i>	-.156*		
Dependent variable: Anger			
<i>Physical punishment</i>	.126***	.064	6.729**
<i>Mental punishment</i>	-.079		
<i>Deprivation</i>	-.181*		
Dependent variable: Disruptive behaviour			
<i>Physical punishment</i>	.093	.145	16.691**
<i>Mental punishment</i>	-.192*		
<i>Deprivation</i>	-.248**		

* $p < .01$, ** $p < .001$, *** $p < .05$

Chapter 04: Discussion and Conclusion

The present study was designed to investigate the nature and effect of punishment on physical development of school children in the urban and rural area of Bangladesh. Specific objectives of the current study were to identify the common form of punishment, common reasons for punishment in rural and urban area. In addition, it was also expected to identify whether parents and teachers differ in respect of type and reason of punishment and to know whether punishment has any impact on psychosocial development. In order to meet those objectives 300 students of age 7 to 14 were purposively selected from four schools located in urban and rural area of Bangladesh. Forms and reasons of punishment were measured using researcher developed structured checklist. Additionally, Beck Youth Inventories of Emotional and Social Impairment (BYI) consisting five scales, i.e., self-concept, anxiety, anger, depression and disruptive behavior, was used to capture psychosocial development of the children. The study was conducted following ethical guidelines prescribed by American Psychological Association (APA) and local norm. Descriptive, correlational and some inferential statistics were applied to answer the research questions.

Results indicated that physical punishment ($M=1.79$, $SD=.82$) was the most common form of punishment children experienced either in home or school. Basically physical punishment is worst form of punishment causing serious damage to the child's overall development. Although a handful number of countries abolished corporal punishment by law (GITEACPOC, 2014), many other states including Bangladesh are yet adopt such an initiative. Mental punishment ($M=1.69$, $SD=.85$) was the second most common form of punishment followed by deprivation ($M=1.45$, $SD=.69$). These findings suggest the prevalence of three major forms of punishment committed by parents and teachers.

In comparison with the area of the participants, the results showed statistically significant difference between urban and rural participants in relation to all form of punishments. For instance, there was statistically significant difference of the frequency physical punishment ($t=-2.26$, $p<.05$) with rural area indicating higher value ($M=1.90$, $SD=.80$) than urban area ($M=1.67$, $SD=.84$). That is, prevalence of physical punishment is more prominent in rural areas than urban areas. This finding can be explain in that probably teachers and parents of urban areas are more aware on the negative consequences of physical punishment and that the possibility of getting noticed of corporal punishment cases of urban schools are high. Therefore, there is likely to happen less corporal punishment in urban areas than in the rural parts.

There was also significant difference of mental punishment ($t=4.73$, $p<.001$) between urban and rural sample. However, the prevalence of mental punishment was higher in urban area ($M=1.91$, $SD=.87$) than in rural area ($M=1.47$, $SD=.76$). Similarly, deprivation was higher in urban area ($M=1.71$, $SD=.82$) than in rural area ($M=1.20$, $SD=.40$). These results suggest that although physical punishment was less frequent in urban areas, mental punishment and deprivation were common phenomena in this context.

While comparing sources of punishment by area, results revealed there was no statistically significant difference of punishment given by teachers and fathers between urban and rural sample. However, regarding mother there was significant difference ($t=5.406$, $p<.001$) with urban mothers giving more punishment than rural mothers. Connection of urban mothers with their children is more engaging than rural mothers. That is why probably urban mothers were found to exercise more punishment in the name of discipline than their rural counterparts.

One of important findings of this study is that it reveals common reasons of punishment by teachers and parents. For physical punishment by teachers the top three reasons were ‘talking too much (76.2%)’, ‘failure to answer a question (60.7%)’ and ‘fail in exam (60.4%)’. Fathers also punished children physically because of talking too much (48.7%) followed by not studying (48.0%) and inattentiveness (47.7%). Interestingly, the reasons for mothers’ physical punishment was using others things (53.3%), not obeying her (52.7%) and coping from books (52.0%). These results indicate both teacher and father did physical punishment for study related reasons, but mothers’ reason was related with socializing behavior.

Reasons for mental punishment by teachers and parents varied. For instance, the most common three reasons for which teachers give mental punishment to the children were ‘taking something without permission (40.9%)’, ‘outing from classroom without permission’ and showing ‘disrespectful attitudes’. Common reasons for mental punishment by fathers were failing in exam (42.3%), suspecting fault in his spelling (39.9%) and not following his order (34.5%). Common reasons for mental punishment by mothers were doing something else instead of study (36.3%), inattentiveness (36.3%) and dirtiness (34.5%).

The top three reasons for depriving children by teachers were ‘if not obey him/her (57.9%)’, ‘breaking discipline (39.6%)’ and ‘dirtiness (38.6%)’ while father did the same punishment for showing anger without reason (28.7%), taking something without permission (27.3%) and not obeying him (26.3%). Mother on the other hand deprived children for not studying (32.0%), suspecting fault in her spelling (27.0%) and failing in examination (26.3%).

In summary, the reasons for physical, mental and deprivation punishment varied by sources of punishment. This is probably due different context the punisher operates and interacts with children.

The study also revealed potential effect of punishment on children's psychosocial development indicators as measured by Beck Youth Inventories (Beck, 2001). The five psychosocial areas were self-concept, depression, anger, anxiety and disruptive behavior. Results showed not all forms of punishment were found to have significant effect on psychosocial development variables. For example, physical punishment had statistically significant impact on self concept ($\beta=.178$, $p<.01$), anxiety ($\beta=.229$, $p<.001$), depression ($\beta=.174$, $p<.01$) and anger ($\beta=.126$, $p<.05$) but not on disruptive behavior. This finding is consistent with some previous literature in this area (Alyahri & Goodman, 2008; Aucoin, Frick, & Bodin, 2006). This result is particularly important as indicates potential danger of physical punishment on child's psychological well-being. Child's self-concept can be lowered and may suffer from depression. There is likely to develop anxiety related disorders such as phobia and OCD.

Mental punishment on the other hand had significant impact on child's depression ($\beta=-.183$, $p<.01$) and disruptive behavior ($\beta=-.192$, $p<.01$). Similarly, deprivation was found to have significant impact on anxiety ($\beta=-.166$, $p<.01$), depression ($\beta=-.156$, $p<.01$), anger ($\beta=-.181$, $p<.01$) and disruptive behavior ($\beta=-.248$, $p<.001$). All of these findings indicate, although minimal, but alarming connection between punishment and child's healthy psychosocial development.

Limitations

In spite of flaw less effort, there may be some error in this study which need to be considered when explain the findings of this study.

Firstly, data was collected conveniently. There was no randomization in sampling, therefore lacks in generation. The schools selected for this study did not solely represent all the schools and students population of urban and rural area.

Secondly, the results could have been slightly attributed to the data collection process itself not solely the punishment issues because some participants found it difficult to keep their concentration throughout the data collection process.

Thirdly, the study design was correlational therefore did not demonstrate the casual relation. They just show the relationship among variables. Nevertheless the findings of the present study are interesting and may contribute to develop insight in teachers, parents, students and other resources related to improve and motivate their mind to stop punishment to realize students from low self concept and anger level.

Implications and future directions

School administrators and policy makers should concentrate on child punishment issues more seriously as it affects negatively on the psychosocial development of the children. Rural teachers need to be sensitized on child rights and potential danger of punishment, particularly physical punishment.

Educational psychologist and child psychologist could incorporate these findings with their practice especially when they are working with parents and teachers. They can organize workshops, seminars, group meeting to sensitize parents and teachers on the effect of punishment on child's psychosocial development.

Mothers especially those who are living in the urban context need to be taken under special targeted programs to reduce physical and emotional punishment of children.

Ministry of Education and Ministry of Law along with all other concerned bodies should start strong advocacy campaign so that child punishment especially corporal punishment can be abolished by law.

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Appendix

1. Demographic information collection format
2. Nature and Extent of punishment measured structured checklist
 - a. (Father, Mother, Teacher).
3. The Beck Youth Inventories of Emotional and Social Impairment (BYI) Scale-
 - b. Self Concept
 - c. Anxiety Level
 - d. Depression level
 - e. Anger
 - f. Disruptive behavior
4. Statistical analysis sheet