

Associated factors of corporal punishment practiced by school teachers in Quetta, Balochistan

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Abstract

Exposure to violence is a serious issue in the arena of personality development. Specially, when children are exposed to violence and punishment, their developmental stages may not pass smoothly. The use of corporal punishment in schools increases the risk for poor result outcomes by students, while teachers punish students with intension to bring about improvement in discipline and learning achievements among students. This research study aims to identify the associated factors for the use of corporal punishment in schools. The study is quantitative in nature. A total of 189 teachers were interviewed from government & private and boys & girls schools located in the urban and rural areas of Quetta district. Structured questionnaire, school information checklist and observation were major tools used for data collection. The study identifies and examines the causative factors of corporal punishment related to teachers, schools, family, community, government and overall attitude of society.

Key Words: Corporal punishment, causative factors, school teacher.

Introduction:

Corporal punishment is the use of physical force or psychological stress intended to cause pain, but not injury, for the purpose of correcting or controlling children conduct (Straus, 2010). Gershoff gave a brief explanation to corporeal punishment. He explained that it is conduct towards students and that do not cause major damage, for example spanking or slapping, etc. but in opposite, those conduct which give possibility to major hurt like to punch, kick or scorching are measured as physical abuse regularity and harshness of this punishment may contradictorily be elaborated and weighted in different ways by different cultures and societies , it varies from state to state and from condition to condition (Gershoff, 2002) and (Gershoff, 2010). A variety of factors cause teachers to give corporal punishments ranging from individual

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to social norms and practices. The type and nature of society may lower or increase the probability of corporal punishment by teachers to modify the misbehavior of children (Breen et al, 2015).

Giving punishment gives a sense of applying imposition of an undesirable situation which typically contains giving hurt as a result to exercise of penalizing by which a painful situation is imposed and pleasant conduct towards them is decreased for the purpose that any misconduct may not occur again for the next time. These all punitive conducts by teachers or elders or the authoritative bodies bring harsh and resistive thinking in the minds of effected ones, it also play role in the failure of students, and these situations also decreases self-confidence and develop miserable thoughts, which in future have very great negative effects when they become adult (Patel, 2003).

Corporal punishment is a global phenomenon however, more cases of CP are often recorded in poor countries (Khuwaja et al, 2018). In Pakistan, 35,000 children dropout from the school owing to corporeal punishment. Society for the protection of the Rights of the Child reveals that a large number of children dropout of schools every year in Pakistan (SPARC, 2010) (ICRW & Plan International, 2014). The achievable privileges are valuated commission of Pakistan more than 80 percent students are penalized in both government and private schools as a means of correction. Applying of corporeal punishments in institutions cause bodily pain on pupils, then those students adopt impolite and improper conduct for their instructors, Students interest level decreases day by day and they start to remain absents from institutions (NASN, 2010). Corporeal punishment is applied to create pressure on the students which badly affect students' conduct because in the situation where students are under fear cannot learn positive behavior. In Pakistan, corporal punishment is forbidden in some schools but not in all. According Pakistan Panel Code 1860, under article 89 physical punishments are lawful in schools however, there are merely ministerial instructions at federal and provincial level for teachers not to give such punishments (GIEACPC, 2018). Thus, in legislation the use of corporal punishments in not forbidden. Bills are under process for the prohibition of such punishments. Although, Pakistan has affirmed international treaties of anti-punishments, the incidences of school punishments have been reportedly increased in Pakistan (Arif & Rafi, 2007).

Literature Review

Corporal punishment is a global phenomenon but its practice is more prevalent in developing countries. A number of well-developed states have achieved the target of total prevention of corporal punishments in schools. There is sufficient research material available worldwide regarding effects of CP on children, however, the available scientific information on causative factors of CP in schools is not sufficient enough.

The situation of CP in Pakistan

There is plenty of research work done related to corporal punishments in Pakistan, however, a great paucity is found on the other hand in Balochistan and Quetta district. This research study is one of the pioneer studies of its type conducted at Quetta district. A survey by the Pakistan Paediatrics Association and UNICEF showed that more than four out of five children were vulnerable to physical abuse from parents, elders and teachers, with boys more likely than girls to suffer physical abuse (Human Rights Commission of Pakistan—HRCP, 2004).

A widespread study by Save the Children, UNICEF and Government of the North West Frontier Province (now Khyber Pakhtunkhwa) in three districts of NWFP found that CP was widely used to discipline children in homes and educational institutions. A total of 155 consultations were undertaken, using participatory research techniques, with 3,582 children aged 6-14 years from government and religious schools, 86 consultations with 1,231 parents, and 86 consultations with 486 teachers. Not one child reported never having received CP. Cumulatively; the children identified 28 types of punishment used in homes and 43 in schools. (Save the Children/UNICEF/Schools and Literacy Dept, Government of NWFP, 2005).

A study by Plan Pakistan (2009) in selected districts of Punjab found that 89% of children in rural areas and 92% in urban areas reported being subjected to one or more than one form of CP. Most predominant age when children experienced this form of abuse was between 8 to 13 years, with almost equal number of reports from boys (93%) and girls (91%). Forms of CP included baton beating, standing in humiliating postures, smacking on the face, etc. Institution-wise prevalence was 93% for government schools, 86% for private schools, 83% for madrassas and 70% for non-formal schools (Plan Pakistan and Government of Punjab, 2009).

A study by SPARC (Society for Protection of Rights of the Child) (2010) in five districts i.e. Peshawar, Mardan, Swabi, Charssadda and Nowshera found that CP prevailed in 100% sample schools and all teachers having in-service and pre-service trainings still believed in moderate forms of CP (87%). Parents in the study (76%) also believed that a moderate amount of CP was necessary for correcting children's behavior (SPARC, 2010). According to SPARC, an estimated 35,000 high school students drop out of the education system each year due to CP.

Studies show alarmingly high prevalence of CP in Pakistani schools, and fairly negative attitudes regarding the use of CP in schools and at homes. However, the news is not all bad. A number of organizations, including UNICEF, have been promoting child-friendly schools in Pakistan. A recent media report described an initiative in which SPARC trained 5000 primary teachers in the five districts of Khyber Pakhtunkhwa on child-friendly schools and alternative to CP. SPARC has declared 75 schools of Khyber Pakhtunkhwa free from CP. One of these schools reported an increase in enrolment from 300 to 560 students (Ashfaq, 2013).

Associated factors causing Corporal Punishment in Pakistan

A lot of research work has been done on the occurrence and negative effects of corporal punishment in schools, homes and work places at global level in general and in the schools of developed countries in particular (Smith et al, 2004). However, there is a great paucity of research on why teachers carry out CP in schools. There is general agreement that human behavior is determined by a host of factors interacting in complex ways, rather than a linear cause and effect relationship between various variables. Hence the phenomenon of CP is likely to be an outcome of the interaction of a host of factors, acting together rather than in isolation (Plan International, 2013).

Research suggests that teachers who have suffered CP in their childhood at home or in schools are more likely to use CP than teachers who did not experience such punishment. A very comprehensive literature review has been conducted by Gershoff (2002) where he has discussed a meta-analysis of up to eighty eight (88) researches in which the association between children's adjustment and corporal punishment has been brought under deep insight. A number of negative effects of corporal punishment on children were found under this investigation except only one positive side found was the immediate compliance to the commands of parents. It was further documented in the meta-analysis that children, who experience corporal

punishments in childhood, are more likely to have adjustment issues in adulthood, for example, antisocial, criminal behavior, aggression, poor mental health and abuse of spouse or children (Gershoff, 2002; Plan International, 2013).

A factor that acts as a facilitator between the experience of CP and its application on others are the attitudes that teachers hold regarding CP of children. Research consistently shows a direct relationship between the attitudes of teachers regarding the use of CP and its practice in the classroom. There is also growing evidence that the attitudes of adolescents and adults towards CP are influenced by their experience of CP in childhood (Deater-Deckard et al, 2003).

A significant variation has been found in the threshold of tolerance of teachers using more or less CP. For example, teachers who have a low threshold of tolerance for student 'noise' are more likely to characterize it as 'indiscipline', compared to teachers who have a high threshold of tolerance for student 'noise', and are more likely to use CP to deal with such 'indiscipline'. Additionally, Community and parental concepts of children also play a key role in determining the use and acceptance of CP in society in general, and schools in particular. A study by Shah and Pervez (1994) in Charsadda District of Khyber Pashtunkhwa found that children in Pakhtun society were considered as toys when they were very young, and as inferior adults when they started to grow up. There was no concept of the child as an individual with his or her own specific developmental needs. The focus on child development was on obedience and adoption of the values and knowledge provided by adults, rather than on growth, nurturing, creativity, or individuality (Shah and Pervez, 1994).

The availability of facilities in schools for children can decrease the use of corporal punishment to a higher extent. Children who have access to grounds and sports facilities and extra-curricular activities have greater outlets for their energies, compared to children who are confined in small spaces with little or no access to games and other activities. Thus it can be hypothesized that children in schools with limited facilities for outlets of their energies are more likely to indulge in behavior which would fall under the category of 'indiscipline'. Since the research suggests that teachers tend to use CP more frequently when students indulge in indiscipline, there is a greater likelihood of teachers using CP in schools lacking extra-curricular facilities compared to schools which have such facilities. Thus, there is a significant association

between the availability of basic facilities in schools and the use of corporal punishment by teachers.

Overcrowded classroom is another factor that increases the risks of use of corporal punishments in schools. Discipline and classroom management issues increase when the number of children in a class increases, particularly when classrooms are overcrowded. Most teachers use corporal punishment with the intention to discipline the students. Thus teachers are more likely to use CP in classrooms with high as compared to low student-teacher ratios. Additionally, lack of awareness regarding negative impacts of corporal punishments among teachers and parents is likely to increase the use of CP in schools. Several teachers have reported in a study that they used to give harsh punishments to children in schools because they were not aware of the other alternative methods to be used for bringing about positive changes among students. Thus teachers mostly know little about the psychological impacts of severe punishments (Khanal & Park, 2016).

Research Methodology

The research study is descriptive in nature. A total of 189 teachers were interviewed from 24 schools in the district Quetta of Balochistan. Out of 24 schools, 12 were located government and 12 were private/NGO owned. 14 schools were located in urban areas and 10 were located in rural areas. Field survey was conducted in boys', girls' and mix-gender schools. Multiple methods of sampling were implied to select appropriate and true representation of schools and teachers. Data was collected through structure questionnaire, school information checklist and observation. The collected data was analyzed in SPSS and graphical illustrations were made in MS Excel.

Results and discussion

Schools Profile

The study sought to analyze information related to schools and make a profile of the selected schools. The collected data related to school types and the available facilities was studied and checked if there is any significant association with corporal punishment. The analyzed data is presented in table 1.

Table 1. School information (n=24)

5.1	School Ownership	Frequency	Percent	Cumulative Percent
	Government	12	50	50
	Private/NGO	12	50	100
Total		24	100	
5.2	School Gender	Frequency	Percent	Cumulative Percent
	Boys	8	33.33	33.33
	Girls	8	33.33	66.66
	Mixed	8	33.33	100
Total		24		
5.3	School Location	Frequency	Percent	Cumulative Percent
	Urban	14	58	58
	Rural	10	42	100
Total		24	100	
5.4	School Level	Frequency	Percent	Cumulative Percent
	Primary	7	29	29
	Middle	8	33	62
	High	9	38	100
Total		24	100	

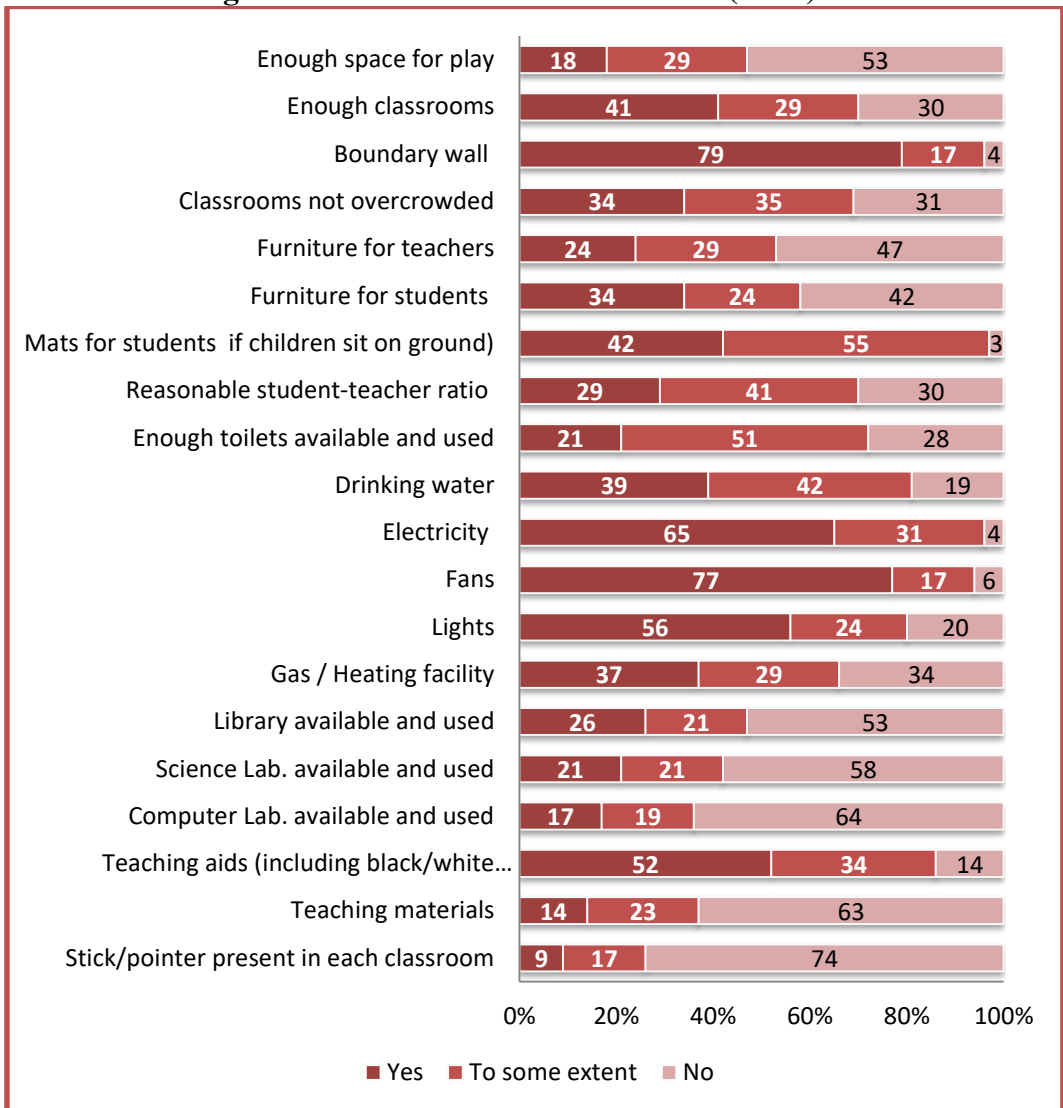
A total of 24 schools were selected for field survey in this research study. Maximum efforts were made to ensure equal representation for all types of schools of the universe. The data in table 1 elaborates that out of 24 schools, 12 were government while 12 were private/NGO owned. Similarly, out of 24 selected schools, 8 each schools were selected for boys, girls and mix schools. On the basis of location of schools, 14 schools were selected from urban areas, while 10 were from rural areas. The number of rural schools was less due to the fact that most of areas of Quetta district are urban and secondly the number of private schools in rural areas is lesser than that of urban localities. On the basis of level of schools, 7 schools were primary, 8 were middle and 9 were high.

The data in table 1 also elaborates that maximum efforts were made to give equal representation to all types of schools. This ensured to study the causes and effects of corporal punishments in different types, levels, gender and location of schools.

Facilities in schools

During field survey, the facilities available in schools were sought through a checklist. The information related to available facilities in schools is presented in figure 4.

Figure 1. Facilities available in schools (n=24)



Values in figure are in percentage

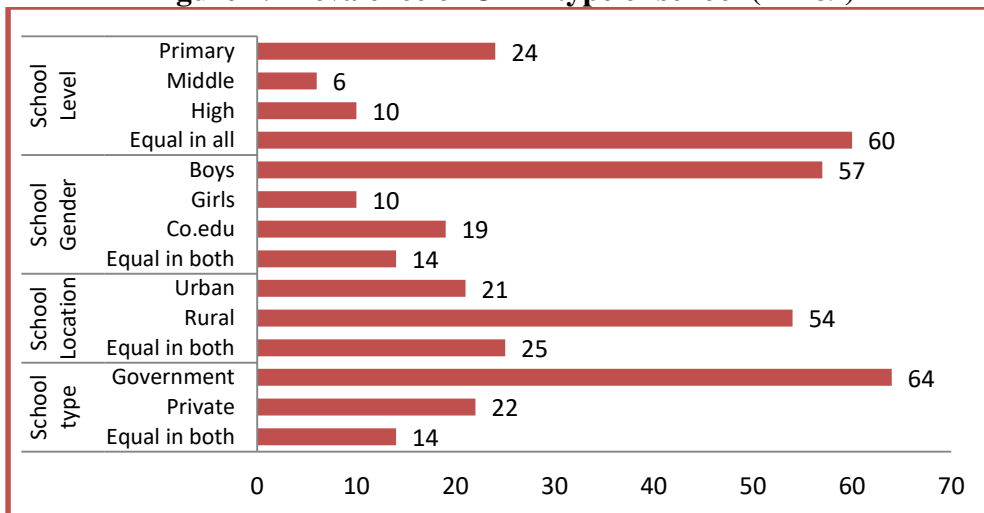
It was assumed that a variety of factors cause corporal punishments. The facilities available in school can help reduce the risk of giving corporal punishments and may increase the use of CP if facilities are missing. Lack of facilities in school, increase teachers' frustration and reduces the performance of students which eventually cause corporal punishment. The data in figure 1 shows that several facilities are either completely missing in schools or they are not enough/functional. The missing/inadequate facilities include pointer/stick used as pointer for illustrations, teaching materials for classroom

use, furniture for teachers and furniture for students. Additionally, 83 percent schools did lacked computer laboratory or they were not functional, 53 percent schools were missing library and 21 percent were not functional or inadequate. Science laboratory was also missing completely in 53 percent and was not enough in 21 percent of the selected schools. A cumulative of 82 percent schools were having serious shortage of enough space for play/outdoor games for the students.

The situation of enough classrooms, overcrowded classrooms, teacher-students ratio and gas/heating facility for classrooms is partially satisfactory as per information collected through schools observation. This reveals that above mentioned facilities were also missing to some extent. The mostly available facilities include, boundary wall, mats for students in case of no furniture, electricity, fans, lights, and teaching aids (i.e. black/white boards). The data in the figure implies that many of the basic facilities are missing in schools. Schools located in rural areas of the district were in miserable condition as compared to urban schools, while except few high schools of government other all government schools lack basic facilities. The situation of private/NGO owned schools was comparatively better in terms of facilities. Lack of basic facilities endangers the teaching-learning environment in schools which ultimately cause the use of corporal punishment.

Prevalence of CP in type of school

Figure 2. Prevalence of CP in type of school (n=189)



Values in figure are in percentage

The study tried to analyze the prevalence of corporal punishment in different type of schools. The collected data is analyzed in figure 2. Data illustrates that 60 percent teachers of the field survey believed the prevalence of CP in

equal in all levels of schools. 24 percent thought that since children in primary schools cannot make any complain specially in government schools, therefore, the prevalence of CP is higher in primary schools. A total of 16% teachers claimed higher prevalence of CP in schools above the primary levels. Students of higher classes in several cases do not take the studies serious, they violate school rules & regulations, make pranks, beat other students, and are involved in a variety of discipline related issues, therefore, they are vulnerable to CP.

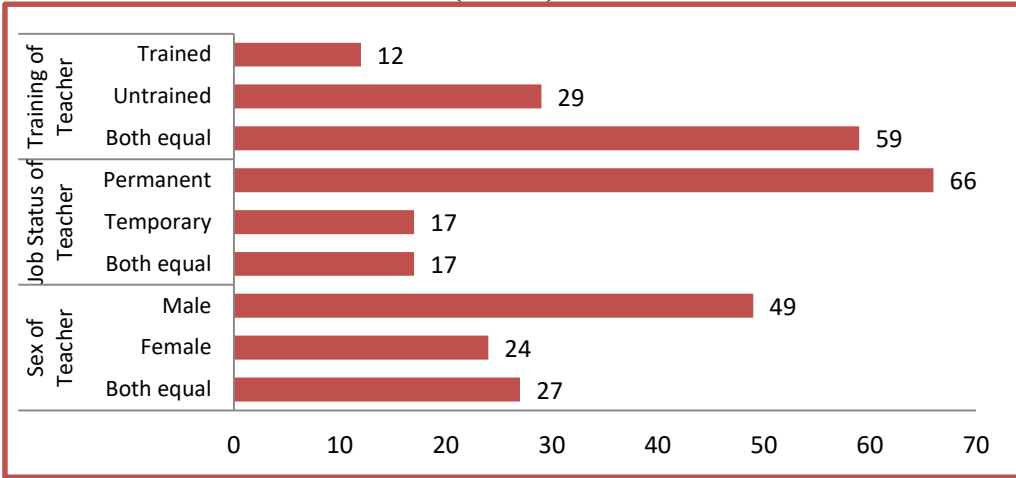
Data also reveals that 57 percent teachers believed that CP is more common in boys schools, while 19 percent said it is prevalence in co-education schools. 14 percent claimed its equal all types. Only 10 percent respondents of the study went with the notion that CP is common in girls' schools. This implies that the use of corporal punishments is more prevalent in boys' schools as compared to other types of schools even if teachers are female. 54 percent teachers believed that corporal punishment is more prevalent in schools of rural areas, while only 21 percent said it is common in urban areas. A quarter of respondents claimed that the prevalence of CP is equal both in rural and urban areas. Thus it can be said that since the various factors cause higher use of CP by teachers of schools in rural areas. Similarly, more than two-third (64%) teachers claimed that the prevalence of CP is higher in government owned schools, while 22 percent thought its prevalence is high in private schools. Only 14 percent said it is equal in both government and private schools.

The data in figure 2 implies that use of CP is more common in boys' schools, in rural areas and government owned schools. While on the basis of school levels, its prevalence is common in schools of all levels.

Type of teachers who use CP more frequently in schools.

Corporal punishment is more frequently by teachers of some traits and conditions while it is lesser used by teachers with other characteristics. Data in figure 3 & 4 presents that on differences of training; it was found that both trained and untrained teachers (66%) equally use corporal punishments, while again it was found that 29 percent believed that CP is more frequently used by untrained teachers. It reveals that trainings can reduce the frequency of CP among teachers. The data in table figure 7 also states that permanent teachers more frequently (66%) use CP as compared to temporary teachers (17%). The findings also reveals that CP usage is common among permanent and temporary children as observed during field survey (17%).

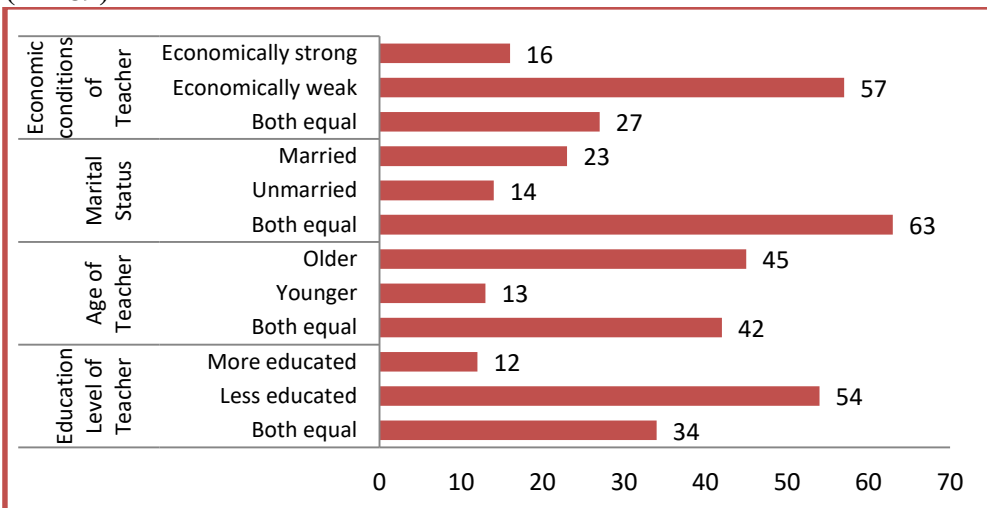
Figure 3. A-Type of teachers who use CP more frequently in schools. (n=189)



Values in figure are in percentage

Male teachers (49%), female (24%) are habitual of using CP while 27 percent teachers believed that it is similarly used both by male and female teachers. As mentioned in figure 8, economically weaker (57%), older in age (45%) and less educated (54%) teachers more frequently use corporal punishments. However, teachers (63%) of the survey claimed that it is equally used by both married and unmarried teachers while the usage is higher among married teachers (23%) as compared to unmarried (14% only).

Figure 4. B-Type of teachers who use CP more frequently in schools. (n=189)



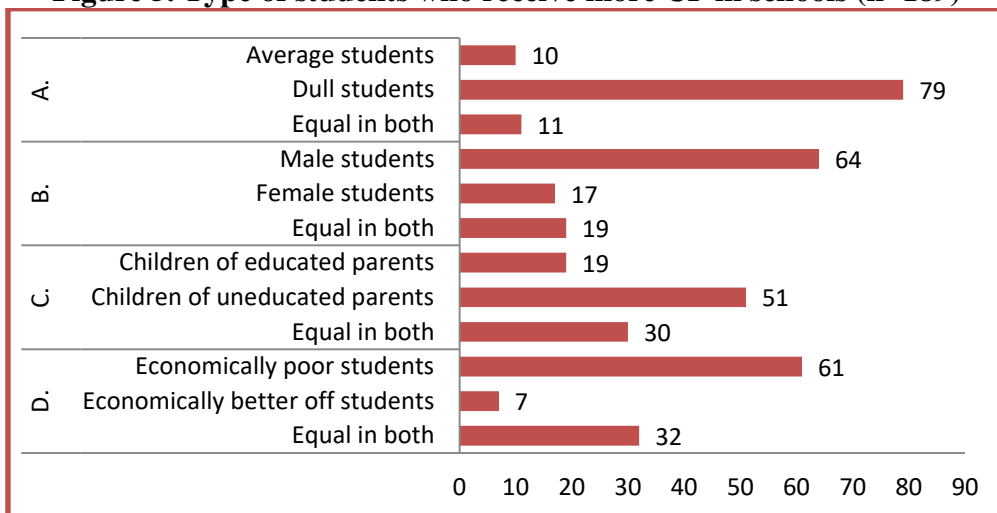
Values in figure are in percentage

Permanent teachers have no fear of being fired from job or any other penalty, untrained teachers are not equipped with modern teaching methodologies, negative effects of CP, and male teachers are less sophisticated as compare to females, therefore, CP is more frequently used the these types of teachers. Similarly, economically weaker teachers have more hurdles in life which force them to get frustrated and punish students consequently. It is amazing to know that older teachers as compared to the young ones use more CP as tool of bringing about discipline among students. While the less educated teachers in terms of qualifications are supposed to use CP more frequently.

Opinion of teachers about type of students who receive more CP in schools.

The field survey tried to find out perception of teachers regarding types of students who receive more CP in schools.

Figure 5. Type of students who receive more CP in schools (n=189)



Values in figure are in percentage

Data in figure 5 explains that dull students receive more (79%) corporal punishments as compared to average students (10%). Male students get more punishments (64%) as compared to female students (17%). Children of uneducated parents receive more punishments (51%) as compared to children of educated parents (19%) where 30 percent teachers believed that CP has nothing to do with education level of parents. It was inquired if CP has any link with the economic conditions of students, and it was found that 61 percent teachers claimed that economically poor children receive more punishments as compared to economically better off students (7%). A total of 32 percent teachers claimed that CP has nothing to do with the economic conditions of students, it is given equally due to other reasons.

The data in figure 5 reveals that dull, male, children of uneducated parents and economically poor students are more at risk of corporal punishments.

Opinion of teachers regarding justification of giving CP to students who are involved in following different activities

The study sought to find out the opinion of teachers for their justification of giving CP to students. The field survey inquired of the kind of activities of students that cause teachers to give punishments to the students.

Table 2. Teachers' justification for giving CP to students (n=189)

Factors	Fully Agree	Partly Agree	Partly Disagree	Fully Disagree
Who create noise in the class	38	70	19	11
Who tell lies	22	29	29	30
Who steal things from the school/other children	34	26	33	7
Who violate school rules & regulations	25	23	31	21
Who are rude/disobey teachers	33	35	15	17
Who beat other children	25	35	21	19
Who destroy school property	33	29	24	14
Who ask too many questions in class	0	5	14	81
Who are naughty/play pranks	17	12	41	30
Who are late, or absent	12	21	41	26
Who do not learn/memorize their lesson	14	22	49	15
Who do not do home/class work	21	14	33	32
Who destroy children's things	21	22	35	22

Values in figure are in percentage

School teacher give punishments to students on the basis of a variety of reasons. One of the major causative factors is the involvement of students in such activities that are not liked by teachers/school administration. Such activities may be handled by other ways rather than giving punishments to students. In the field survey teachers were given a list of justifications (students' activities) that may compel teachers to use CP. As presented in table 2, the level of teachers' agreement to justification for use of CP varies, they have shown more agreement with some factors while more disagreement with other factors.

The data in the table illustrates that a cumulative of 70 percent teachers showed agreement with the a strong justification of use of CP for those students who make noise in the class, a total of 68 percent teachers thought that punishments of different types need to be given to those who are rude or disobey teachers. 62 (both fully agree and partly agree) percent teachers are

also in favor of giving corporal punishments to those students who damage school property, similarly, a total of 60% (each) respondents expressed agreement of varying degrees with the use of CP for those students who steal things from the school/other children and who beat other children. Final, justification given by half sample of teachers for use of CP in schools to those students who violate school rule/regulations and those who tell lies.

On the other hand, teachers have recorded more disagreement with some given justifications for use of CP in schools. For example, a high majority of teachers (95% - fully and partly disagree) believe that CP is not given to those students who ask too many questions in the class. 71 (fully and partly disagree) percent teachers disagree with punishment for those who are naughty/play pranks. Similarly, more 2/3 of sample teachers said that teachers did not give punishment to those students who are late or absent, do not do their class/homework and those who do not learn/memorize their lessons. Finally, a cumulative of 57 percent teachers believed that they don't punish those students who destroy other students things but 43 agreed.

The data in table 2 reveals that some factors are given due importance by teachers as justification for use of CP in schools such as noise by students, rude behavior of students, students who are involved in destruction of school property, violent behavior, stealing, misconduct, etc. while other factors have not been given such importance in terms major causes for use of CP, for example, students who ask many questions, are late/make absenteeism, weak in leaning, or are naughty.

Conclusion:

Use of corporal punishment is a common practice in the educational institutes of district Quetta and all over the province of Balochistan. Most important factors that cause corporal punishment in schools include i) teacher factor, ii) school factor, iii) student factors, iv) family and community factor and v) government factor. There are several driving forces that create an enabling environment for the practice of corporal punishment in schools. Such forces include; the attitude about CP by teachers, school heads, officials and family members in particular and the overall society in general. Such attitude is supported by some common myths/beliefs regarding corporal punishment. There is an increasing risk of practicing CP by teachers when they feel frustrated during their job. Study concludes that CP practice is more common by male teachers as compared to female, permanent as compared to temporary, untrained as compared to well trained, less educated as compared to more educated and economically weak teachers as compared to economically better off teachers.

Use of CP is more common in rural schools as compared to urban, in boys' school as compared to girls and co-education schools'; in government as compared to private schools. Lack of basic facilities in schools increase the risk of CP practice in schools. Additionally, teachers have a parallel belief that the curriculum is too lengthy making it difficult for teachers and students to complete the courses in stipulated time period. Teachers believe that the undesirable behavior on behalf of students cause them practice corporal punishment in schools. Family and community factors are also pivotal in effecting the practice of CP by teachers in schools. Children of uneducated and economically poor parents are more vulnerable to punishments as compared to educated and economically better off parents. Those students receive more punishment whose parents approve CP or remain silent on the punishments received by their children.

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