

**EFFECTS OF PARENTAL USE OF CORPORAL PUNISHMENT ON
BEHAVIOUR OF THEIR CHILDREN: A STUDY OF DISTRICT
LAYYAH**



RESEARCHER:

SUPERVISOR:

MUHAMMAD TAHSEEN KHAN

PROF. DR SAIF ABBASI

REG. No. 208FSS/MSSOC/S15

A thesis submitted in partial fulfilment
of the requirement of the degree of
MS in Sociology

**DEPARTMENT OF SOCIOLOGY
FACULTY OF SOCIAL SCIENCES**

**INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD, PAKISTAN**

2017



Accession No H:18803 Wm



MS
306.874
KHE

Corporal punishment of children - Pakistan.

Child-parent relations.

Child rearing.

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY

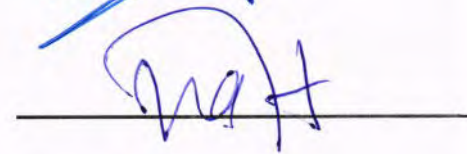
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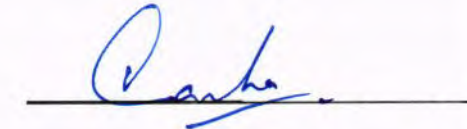
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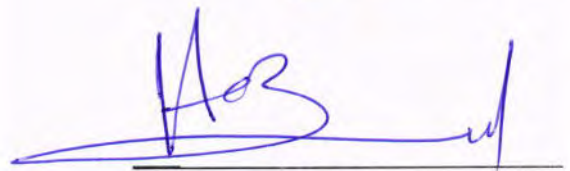
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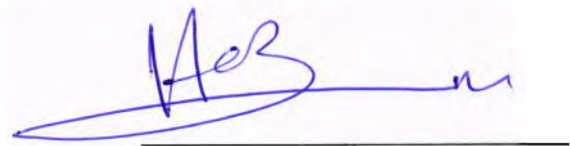
Internal Examiner:



**Chairman,
Department of Sociology**



**Dean/Deputy Dean,
Faculty of Social Science**



DEDICATION

To my most caring and loving, Son, Haseeb Khan (my respectable supervisor) Professor Dr. Saif Abbasi, my Wife whose encouragement toward my studies enabled me to accomplish this (research) work.

Abstract

The present research was conducted to examine the effects of parental use of corporal punishment on behaviour of their children. The area (Layyah) was selected due to poor parenting practices performed in the local communities of the study area and children are affected badly from such type of practices. The objective of the study was to check the factors behind corporal punishment in the respective families and explore the effects of punishment on the behaviour of children and their performance in education. Two tehsils (out of three Tehsils) in the district, and 10 villages were randomly selected. A random sample of 400 households was selected. Parenting practices and behaviour of parents adopted for nurturing offspring, have a substantial role in personality development of the children. These practices contribute in developing pro-social as well as anti-social behaviour among the children. Therefore, these practices denote as positive and negative. Positive parenting practices develop pro-social behaviour whereas negative parenting practices may cause risk behaviour (anti-social behaviour) among adolescents. Risk behaviour refers to the tendencies to engage in potentially harmful or dangerous behaviour. It is rated as one of the significant public health issues across the globe. Socio-psychological research studies suggest that negative parenting practices are associated with risk behaviour among children. This becomes more problematic for countries like Pakistan who have large number of children as reports highlight that they are prone towards violence and risk taking. In this scenario, scientific study was required to understand the nature of relationship between parenting practices and youth behaviour (positive and negative) in a Pakistani society. The study area was selected because mostly corporal punishment is practiced in uneducated communities. To prevent the children from such type of negative parenting practices, government should arrange some training programs on child rearing process in the local uneducated communities, like Layyah.

ACKNOWLEDGEMENT

Countless Thanks to Almighty Allah, the Creator of the universe, the most Beneficent, the most Glorious and the most Merciful whose enabled me able to complete this manuscript.

This dissertation would not have been possible without the guidance and help of several individuals who in one way or the other contributed and extended their valuable assistance in preparation and completion of this study.

Firstly, I would like to express my sincere and cordial thanks to my honourable teacher and research supervisor Saif-ur-Rehman Saif Abbasi (Professor, Department of Sociology) for giving his most precious time and encouragement during my course work as well as research work. With his guidance and regular supervision, it became possible for me to complete this thesis. Again I would like to extend my gratitude to Dr.Saif-ur-Rehman Saif Abbasi (Professor, Department of Sociology) for their academic and moral support throughout my course work.

Words cannot say the gratitude that I feel for my parents for their affectation and prayers have always been the key to my success.

I am also thankful to my dearest brothers Zaheer Abbas for theirmoral support.

Last but not the least, I am thankful to my best friends *Malik NaimAdil and Ahsan Tahir* who always supported me at every step during my research work and always wished best for me.

(Muhammad Tahseen Khan)

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CHAPTER ONE

1. INTRODUCTION

In the beginning of social sciences, one of the major agendas was to understand "the behaviors of the species *Homo sapiens*, examining how people interact with one another and how they organize themselves for co-operative activities" (Gordon, 2002. p.3). In other words, the human behavior remains an area of concern for the social scientists over the years and this debate continues in postmodern society as well. Despite the sources of the development of human behavior and its nature, Aristotle claimed Man as social animal (Politics; 1253a) a long time ago. However, human behavior as an outcome of instinct and nature or either a product of the sociality and social environment in which human being live is a question that still needs some extensive answers.

1.1 Discussion of Nature and Nurture

Traditionally, numerous scholars posited the idea of biological determinism that termed human behavior as an outcome of genetic or biological contributions (Bargh & Morsella, 2008; Gastil, 1961). The scientific literature for a genetic basis of human behaviour highlighted that behaviour has greater concordance with human genetics (Baker *et al.*, 2006). For instance, various studies stated that heredity or human genes significantly contribute to the anti-social behaviour (Christiansen, 1977; Walters, 1992). This perspective leads to the end of human's free will and devoid of responsibility for their actions, without any internal and external controls on behaviors (Pereboom, 2001). Although, this may give an explanation that physiological factors could play the role in shaping human behaviour but the lack of empiricism weakens its application.

Though biological difference approach provides explanation of human development but research

evidence shows that social isolation could cause a serious disorder in human development especially when individuals are children or at the age of adolescence (Davis, 1940, 1947; Curtiss, 1978). Three historically renowned studies of isolated children; Anna, Isabelle and Genie, provided a ground in neglecting Darwinism and biological determinism approach. These tragic evidences were based on three isolating children abused badly by the family members that showed the damage caused by depriving human beings of social experiences. These cases make things understandable that humans are interdependent on each other to nurture and providing care for physical growth and human development through socialization process (Macionis, 2005).

1.2 Behaviorism

In explaining the process of socialization, one of the key theoretical approaches is Behaviorism. The foundation of behaviorism lies on the work of John B. Watson (1878- 1953), founder of the Behavioral Learning Theory. He is considered as the first behavioral scientist who focuses on understanding human behaviour within social context by implying empirically validated behavioral principles for the betterment of society (Hart & Kritsonis, 2006). Watson holds a skeptical view about human behaviour. To him, human behaviour is not instinctive and human beings learn the ways of living within the social environment around them (Zastrow & Krist-Ashman, 2006). In 1913, he published his ground breaking work, "Psychology as the Behaviorist Views It". This article is commonly known as "Behaviorist Manifesto". He viewed social environment as a determinant of shaping and reshaping of the human behaviour (Logue, 1994). The article extracted the construct of "habit formation" that emphasized enormously the impact of social environment on nurturing human behaviour (Rakos, 2013). Watson described habits as creation of an automatic responses established through repetition of behaviours in consistent settings (Verplanken, 2006; Wood & Neal, 2007). While sociological theorists Pierre Bourdieu (1977) and Paul Connerton (1989) had explained habits as culturally embodied knowledge and history. The formation of habits is highly dependent on the physical, cultural and social

environment in which the individuals live (Whitebread & Bingham, 2013).

According to the theory of habit formation, human learnings based on two significant factors named as frequency (Sheeran, 2002; Ajzen, 2002) and recency. The actions that are performed most frequently would more likely to persist (habit formation) and the rest will fade away (habit decay). In other words, habit formation or habit decay depends on how frequently and recently the actions are performed. Nevertheless, it was observed inadequacies of abovementioned two factors alone in explaining learning of individuals through the process of habit formation (Ajzen & Sexton, 1928). The proposed concepts, frequency and recency, were not accepted as sufficient to account for learning of human behaviour. Children are supposed to be unaware to develop the habits while growing up (Zhang & Ikeda, 2013). The establishment of the life habits in early age of children by their parents is considered as significant for giving directions in the formation of habits. The grown-up children re-evaluate the upbringing of their parents retrospectively, by using realized habitual preferences.

One of the most contentious issues within the debate of Effective Discipline Technique is the use of corporal punishment (Lazelere, 2000; Gershoff, 2002). Bitensky (2006) defined the corporal punishment as “the gratuitous intentional infliction of pain on children’s’ bodies for the purpose of modifying behaviour.” This type of punishment includes physical and verbal punishment with spanking as the most common form (Bitensky, 2006). It may bring certain behavioural changes on the affected child/children. Behaviour is a reaction of an individual which one shows in a different situation or reaction to any phenomena. It is an effort of an individual to convey about the state of relationships, either to effect a change from one state of affairs to another, or to keep a currently existing one (Berner, 2010). Allah Almighty has blessed every person with feelings and emotion and resulting behaviour. Every person has different types of behaviour and may react differently in different situation and under different action. Some have polite behaviour while others may have aggressive or violent behaviour in their routine life. Violent behaviour is a way

one uses to achieve his purposes through negative way of expression in his or her routine life in natural setting as a result of outside influence (Dollar et al., 1939).

1.3 Parenthood

Parents' practices influence the socialization process of the children at family level by role performance (Power et al., 1994). It is considered as the continuing involvement, direct or indirect, of the parents for the development of their children (Dishion et al., 2008). Parenting is concepts of difference among mothers and fathers practices (Barnett et al., 2008). Parental demandingness and their support have been deemed as necessary during the process of child development (Malin et al., 2016). Nevertheless, it is necessary to understand the importance of the perceived skills of parenting which is not only acquired by the personal traits of parents but also from social environment where children have been brought up (Maccoby, 1992).

1.4 Parents as a Child Rearing Agent

The rearing process of the children, religious beliefs and traditions perform a key role in parenting and attitude behaviour formation of their offspring's. Even religion preaches a good rearing of the children and tradition support it in this direction. People who believe in ALLAH are impressed with the preaching's of the religion regarding good rearing of a child. Religious people generally pay full concentration in a better way in their child rearing practices as compared to others(Francis, 1993).The rearing of the children in combined family is better than the nuclear family. In nuclear family system only mothers provide services for the socialization of the children and may have limited time and fewer facilities. These may result in neglected children, more exposed to outside environment, especially the influence of neighbourhood and peer group factors. Certain empirical evidence proved that the process of socialization is more effective in joint family system where every member of the family pays attention to the child both in childhood and even during adulthood (Benard, 1991).

1.5 Parental Acceptance and Rejection

Parental acceptance, parental rejection and also monitoring of the adolescent is general rather specific. It is found all over the world not only in specific communities of the world (Davis, 2006). Parents as single and as couple are attached to, different attitudes and different cultures so they show different attitude towards adolescent (Davis,2006).The offspring's perception of parent's attitude from different angles primarily form their mental image about acceptance or rejection while strictness and permissiveness is secondary (Goldin, 1969). Due to over strictness of mothers, children become frustrated (Davis, 2006). Under the influence of frustration he may begin to developed negative attitude and starts behaving negatively this direction not only with family but also in peer group and with other society members.

1.6 Parental Rejection Deconstruction (Physical and Verbal Punishment)

It has been reported that in 2003 compared to last year, 30 percent children were misplaced from their houses and all these children left their homes because of parent's punishment and financial crisis of the family (Kamran,2004). In Pakistani society, physical punishment or verbal punishment is considered as good component of the child socialization (Malik, 2001).In developing countries including Pakistan verbal and physical family punishment is common and children are facing distinct heir early ages (Gells, 1973).The traditional ways of family functioning, norms and values also suggest physical punishment for the children (Belsky, 1980).The permissive and ignoring behaviour of the parents is common than the affection and love(Scott et al., 1991).The study indicated that if a family treated their children very roughly in the early ages then they show aggressiveness in rest of their lives(Barnow et al.,2001).

1.7 Violent Behaviour as a Risk Factor for Youth

Those characteristic, variables, or hazards that, are present for a given individual, make it more likely that individual, rather than someone selected from the general population will develop a disorder (Shader, 2001). The risk factor is known as the weak point of the individual, environment as well as family and community member and this weakness becomes the major reason of the youth risk behaviour (Farrington et al., 2010). It indicates that it is very difficult to describe which risk factor may lead towards criminal behaviour in their subsequent lives (Shoneet et al., 2009).

When a young individual is associated with the risk factors for longer period of time consequently he may gain the negative traits and the effects of that activity will exist long time during rest of his life (Salcedo et al., 2008).

1.8 Parental Physical Punishment and Violent Behaviour

In developing countries including Pakistan, parents give punishment to their children, consequently, children cannot learn any lesson and try to ignore their parents (Wolf et al., 1981). The practice of the physical punishment is repeated on children and the level of violent behaviour has increased over time (Aronfreed, 2013). The aggression in any individual is very harmful as it has long lasting effects on the brain and may cause hatred, pain in head, tension, stress, and weakness. These negatively affect performance of youth, especially in the educational field (Bandura et al., 1973). Gradually, the gap between parents and their children emerged in different facets of family life and this gap may increase over a period of time if parent's attitude persists and outside factors such as neighbourhood, relatives and peer group start their interference by favouring children and cursing their parents.

1.9 Significance of the study

Socialization of children in a family is very important aspect in the field of sociology. Proper socialization of a child in a society produce, efficient and well-mannered adults in nation while if a family socialization is weak then it leads to bad effects on a child's behavior. The use of the

corporal punishment on children cast adverse effects on the youth behavior. Corporal punishment is increasing day by day especially in the rural communities due to lack of the alternative training of the parents on child socialization. The researcher has tried will try to explore the effects of corporal punishment by the parents on their children's behaviour. The outcomes of this research study will help the parents for better socialization of children and provide basis for better development of policy guidelines for policy makers.

1.10 Objectives of the study

- To study the type and level of the corporal punishment on children by their parents.
- To find out the factors of corporal punishment on children in their families.
- To explore the effects of punishment on the behaviour of children and their performance in education.
- To suggest suitable measures initially for reducing the prevalence of corporal punishment in the society.

1.11 Hypothesis

- There is an association between education of the parents and corporal punishment on their children.
- There is an association between parent's corporal punishment and development of violent behaviour in their children.
- There is an association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children.

1.12 Research Question

- a. What types of corporal punishment is faced by children in Pakistani society?
- b. What are the socio-economic and cultural factors that lead parents towards the corporal punishment?
- c. What is the role of education in reducing corporal punishment?

- d. What types of violent behaviour are exhibited by youth?
- e. What is the effect of corporal punishment on youth educational performance?

CHAPTER TWO

2.1 Review of Literature

(Burrhus Frederic Skinner (1904-1990), a renowned figure in behaviorist school of thought, based much of his scholarships on studies of Watson's former researches. His work tries to explain how mental processes can lead to behavioral interpretations (Skinner, 1974; Weegar & Pacis, 2012). He constructed the narrative picture in "Walden Two" (1948) to highlight the ideal society, designed on the basis of behaviorist principles. His contributions to the behaviorism underlined that behaviour could be controlled and affected by the external forces or stimuli (Skinner, 1974). These stimuli come from the social environment and contribute as (positive or negative) reinforcements in human lives. Positive and negative reinforcements change the trajectory of human behaviour. For instance, when parents give their children the tangible and intangible rewards as positive reinforcements, their behaviours are expected to be turned around. On contrary, when child screams for persuading something he/she can't have, and parents make it possible to get that thing for him/her, this seems as guiding the behaviour of their children through negative reinforcements. Parents have been considered as one of the significant figures who provide a range of reinforcements (positive or negative) by which behaviours of the children are expected to be shaped or reshaped in the social environment (Teale, 1981).

The discourse of socio-psychological theories proposed human behaviour as a socially learned phenomenon. George Herbert Mead (1863-1931) has remained a significant figure of the school of Sociological Social Psychology (McPhail & Rexroat, 1979). He developed the theory of social behaviorism that explains the emergence of personality by the product of social experiences (Mead, 1934). The idea has aligned with the earlier discussion of behaviorism proposed by John

B. Watson who described human behaviour as an outcome of social environment. He contended the idea that interaction and communication between the members of the society is important for the formation of individuals' self and identities. For Mead, the self-emerged out of the social experiences (Stryker, 1980; Stets, 2003). The self is the product of two phases namely; "I" and "me." The "me" is the socialized aspect of self while "I" is the response to "me" (Mead, 1934). Epistemologically, there is an existence of dialect between two concepts related to self-reflection namely; subject-self (the reflecting self-aspect) and object-self (the reflected upon self-aspect). The concepts are similar to Mead's classical dialectic relationship between the "I" and "me." This means that the self "I" concept transcends from social experiences while "me" extracts out of objective experiences of the social world (Kondrat, 1999). Moreover, the concept of "generalized other" explained by Mead aligns with the abovementioned arguments that individual shapes or reshapes the behaviours with reference to the expectations attached from the group(s) they occupy (Mead & Mind, 1934).

Charles Horton Cooley (1864-1929), a sociologist, formulated the dominant metaphor of interactionist perspective in the discipline of sociology. His writings related to "Looking Glass Self" theory contribute to the core debate of the sociological understanding of socialization. According to him, influence of groups has a strong impact on human behaviour. He proposed the idea that "the self is a social product" (Cooley, 1902) which could be nurtured by social interactions with others. He argued that labeling of the self-constructs stronger emotions as compared to non-self (Epstein, 1973)], and that self can be identified through the subjective feelings of the individual. For instance, if I use abusive language which indicates to me others find offensive, but later proneness to shame depicts that my view of myself revisited. Moreover, he concluded that human development is socially constructed that leads individuals to take on divergent characteristics such as behaviours and attitudes, based on how society perceive on them (Yeung & Martin, 2003).

Keeping in view the socio-psychological traditions, family is considered as a significant (primary) institution for the development of the self-concept in children (Gecas & Schwalbe, 1986). The popularized idea of "looking-glass self" is also articulated as "reflected appraisals" (Rosenberg, 1979). Reflected appraisals is based on the process of seeing oneself as how significant others see us (Mead, 1934; Cooley, 1902). In the family, reflected appraisals of parents are believed to be significant for their children in the formation of self-conceptions (Helper, 1958; Manis, 1958). The self-conception is nurtured by numerous self-attributions, that is, by observing our behaviour and its consequences (Gecas & Schwalbe, 1986). This is an idea later articulated as "Social Learning Theory" developed by Albert Bandura (1977).

According to Social Learning Theory, behaviour is learned through observation or direct experiences and modeling others in the social context (Bandura, 1977). Bandura believed that direct experiences are commonly governed by positive and negative reinforcements. It seems difficult to complete the socialization process by employing selective reinforcements to shape or reshape the human behaviour (Bandura, 1969), without the response guidance of the influential models. The theory posited that children have been surrounded with numerous influential models (such as parents, peers, teachers or characters on television etc.) that provide them the opportunity to observe the behaviour and imitate. Resultantly, children will shape or reshape the behaviour as the society deems appropriate for them.

Above discussed approaches and theoretical perspectives, in majority, believe that learning is a lifelong process and individuals learn from their surroundings and from their social experiences (Macionis, 2005). This lifelong learning process is referred as socialization which is necessary to maintain order in the society. Though, the process of socialization starts right after the birth of a children but it has its dynamics. There are various sources (agents) of socialization which guide the behaviour of human beings throughout their life course. These agents are

categorized as primary and secondary agents of socializations.

The individuals' interaction with various agents remains significant throughout their life course for socialization process. There are primary and secondary agents of socialization. Primary socializing agents are based on the immediate contact or relationship between individuals (La Rossa & Reitzes, 1993). Oetting and Donnermeyer (1998) developed the primary socialization theory which determines the patterns of normative behaviours of the individual on the basis of primary socialization sources that include family, schools and peers. Theory articulated that strength of bond between children/adolescents and above mentioned three primary socialization sources are considered important in determining normative behaviours of the individuals (Nurco & Lerner, 1999). Weak bonds between children/adolescents and primary socialization sources urge the individual for risk behaviour (risk factors) while breakdown of bonds predicts deviance from the normative practices (Oetting & Donnermeyer, 1998). On the contrary, secondary socialization sources comprised religion, media, workplace etc. Through numerous agents of socialization (including primary or secondary), family is perhaps the fundamental social institution in every society and most important agent to nurture the child behaviour in childhood through the process of socialization (Erikson, 1950).

Throughout the human history, evidences of the existence of human societies, either small scale or large scale, have been observed across space and time (Johnson & Earle, 2000). There are divergent kinds of societies, such as hunting and gathering, horticulture, pastoral, agrarian, industrial or modern, and post-industrial (Downey, 1995). Family, being an oldest social unit, is present in every society regardless of any form. Around the world, one still could observe an enormous diversity today in the family as an institution (Zinn, Eitzen, & Wells, 1990). Despite sharing of common characteristics of affiliation and caring between the members, family differs dramatically in numerous dimensions, including "overall structure, membership characteristics,

and the impact that socio-historical events have had on their lives" (Hanson & Lynch, 1992, p. 285). Traditional family structures have been observed in the state of flux and even an increase in the number of alternative family structures (including single parent families, same sex partners, adoptive families etc.) prevails in modern societies (Blake, 1989). Numerous studies focused the rapidity of changing aspects of different family characteristics namely; parental age (Rosenbaum, Layton, & Liu, 1991; Levitan, Belous, & Gallo, 1988), and family size (Bianchi & Robinson, 1997; Blake, 1989; Downey, 1995). Moreover, the family life cycle is one of the important characteristics that explain functional alternations in the family structure due to the occurrence of socio-historical events (Johnson & Earle, 2000). Despite the existence of diversity in family as an institution, it is still considered as a significant social institution through which children learn normative practices for conforming to the societal rules and regulation (Tomasello, 2015).

Family performs numerous functions in every human society. In sociological traditions, structural functionalism approach of family views relationships between family members and how well family as an institution performs variety of functions in a society (Bowden & Greenberg, 2010). Various sociologists examined different functions of the family institution. Parsons (1970) articulated two important functions of the family institution which include socialization of the children and stabilization of the adulthood personalities. Subsequently, Ogburn and Nimkoff (1955), in *Technology and the Changing Family*, have classified six functions of the family that include affectional, economic, recreational, protective, religious, and educational (that relates to socialization of children) functions. Another sociological figure, Goode (1963) enumerated five functions of the family institution that include procreation, socio-economic security, status determination, socialization, and social control functions. Similarly, Maciver (1970) emphasized on two broad categories of family functions that include essential and non-essential functions. According to him, essential functions are primary functions that comprise

sexual needs satisfaction, production and rearing of children and provision of the home while nonessential family functions (secondary functions) include religious, educational, recreational, economic, and health functions. Among numerous functions of the family institution proposed by sociologists, socialization or child rearing is seen as considerably significant function of the family institution.

As discussed in the literature of marriage and family, parenthood refers to the expectations attached with the feelings of being a parent and experiencing the actual birth performance (Van Rooij, Van Balen, & Hermanns, 2006). It is inevitable to see parenthood as the reflection of individuals (including both partners) who decided for childbearing (Nock, 2000). Traditionally, parenthood was associated enormously to the marriage. Nevertheless, what is taken for granted now is the "decision" for having a child rather than traditional associations that had seen childbearing as a consequence of marriage (Nock, 2000). The concept is deconstructed in two important concepts namely; "fatherhood" and "motherhood."

The social construction of fatherhood delineates the concept "cultural characterization or popular images of fathers" (Schneider & Helen, 1993, p. 334). In order to perceive the concept in law and policy framework, fatherhood attaches men to the children (Collier & Sheldon, 2008). On contrary, fathering refers to the individual' (assumed as a father) experiences that men have as they engage in the real practices of fathering (Miller, 2010). On the other side, motherhood explains the biological capacity of the woman to conceive and actual birth performance of the child (Friedrich, 2015). Subsequently, it is considered as the socially constructed ideologies that underpin our ideas about biological mothers and the practice of mothering or nurturing the child (Stearney, 1994). However, the mothering concept relates to the practice of nurturing and provision of care to child within the confines of bounded family unit (Naples, 1992). In children socialization, parents play a decisive role to cultivate values and behaviors. Through this process,

they are preparing their children to adapt the social, economic, and ecological conditions of their society (LeVine, 1977). Literature has elucidated the relevance of parenting in understanding the behavioral outcomes in the individuals from adolescence through early adulthood (Aneshensel, 2005). Thus, social science researchers have acknowledged parenting as important contributor in the development of offspring (Kotchick & Forehand, 2002) because parents have been designated as a primary caregiver with the most of knowledge and responsibility for the development of their children (Rivas-Drake & Witherspoon, 2013).

Generally, *parent* refers to the person who has the primary caregiving responsibility of the child (Rohner, Khaleque, & Cournoyer, 2005). However, "parenting" as a concept has been used in multiple disciplines but seems difficult to define. The basic idea of parenting is referred as a relationship, a process, and a group of activities undertaken by parent figures towards the development of children (Hoghughi & Speight, 1998). In family and child-development literature, parenting means a "complex set of parents' behaviours, duties, roles, expectations, cognitions and emotions related to caring, raising and educating their child" (Sadeh, Tikotzy, & Scher, 2010, p. 89). It is also delineated as skill-based practices that develop the parent child relationship (Stormshak *et al.*, 2000). It is defined broadly for establishing home environments by families to support the learning of the children (Blanchard, 1998). The Urdu language word "Tarbiat" is parallel to the concept of socialization or child rearing which is used to describe the parental role in the development or nourishment of a child.

Numerous dimensions have been explained by researchers to identify the nature of parenting construct. The core task is believed to elaborate and clarify the defining features, qualities and descriptive schemes used on which the study of parenting is built. Over the decades, researchers articulated three themes of core dimensions of parenting namely; "warmth and rejection", "structure and chaos", and "autonomy support and coercion" (Skinner, Johnson,

&Snyder, 2005).

Over the years, parental warmth is the most important dimension of caregiving which can be traced in divergent forms to examine the measurement of parenting regarding parent-child relationship (Hellmer, 1962; Rohner, 1976). Parental Warmth delineates the "expression of affection, love, appreciation, kindness and regards" (Skinner, Johnson, &Snyder, 2005, p. 185) towards social and emotional development of the children (Izzo *et al.*, 2000). The conceptual dialectic of parental warmth is parental rejection. The rejection is measured in two subcomponents namely; "parental hostility and aggression" and "parental indifference and neglect" (Rohner, 1975, 1980). Parental hostility and indifference relates to the internal feelings and attitudes of the parents while aggression and neglect are considered as observable behaviour of the parents (Rohner & Rohner, 1981).

In parenting literature, the dimension of structure and chaos appeared in explaining control and discipline. Parental structure is deemed to allow the children to plan their behaviours which seemed to be important for different outcomes (Farkas &Grolnick, 2010). In other words, structure should facilitate the perceived control and discipline in the development of children (Skinner, Wellborn, &Connell, 1990). On the other side, the structure opposite is chaos which constitutes the lack of discipline (Skinner & Wellborn, 1990). The concept of chaos explained the parenting behaviours that are non-contingent, inconsistent, erratic, arbitrary, and unpredictable (Izzo *et al.*, 2000).

The third theme in measuring parenting is parental support and coercion. Provision of the parental autonomy support focuses on the absence of parental coercion. Parental support allows the children to the freedom of choice and expression by which they could participate actively in the exploration or articulation of their own perspectives, opinions, goals and preferences (Skinner, Johnson, & Snyder, 2005). Subsequently, the theme was elaborated as the harmful consequences of conceptual opposition of parental support, coercion. Parental coercion refers to the restrictive

style of parenting in which strict obedience is required to address the internalizing and externalizing behavioral problem in adolescence (Farkas & Grolnick, 2010).

Despite researchers have often used the concepts of parenting styles and parenting practices interchangeably (Maccoby & Martin, 1983), it is considerably important to distinct the terms to make good understanding about the process of child rearing. Darling and Steinberg (1993) had explained parenting styles as the emotional climate in which parents socialize their children while parenting practices as the specific behaviours used by the parents to raise their children. Moreover, they relate parenting styles as the constellation of parental attitudes and parenting practices as the expressions of the parental behaviours. This had made the distinction more clear that behaviour (practices) is determined by the attitudes (styles) and attitudes are expressed through behaviours. In other words, behaviour is considered as the manifestation of the attitudes. There is no means of studying the later without measuring the former. This research focuses the parenting practices that relates to the actions and expressions of the parental behaviours for child rearing process rather than the parenting styles that denotes to the particular procedures by which parents would express or act to socialize their children.

Baumrind (1967) has developed the typologies of parenting styles that served as the best guidelines to understand the differentiated parental attitudes on the basis of authority over children. She has identified three types of parenting styles; authoritative, authoritarian and permissive. These styles are believed to be varied enormously to the social milieu in which different family patterns embedded. Authoritative parenting style describes the parental warmth and responsiveness towards their children (Baumrind, 1978). Authoritative parents are considered to have high level of parental warmth, responsiveness, control and maturity demands (Maccoby & Martin, 1983). Authoritative style helps to socialize the children and adolescents to develop the instrumental competence by balancing of societal and individual needs and responsibilities. This style associates with many positive outcomes such as behavioural adjustments psychological

development and academic achievements (Stewart *et al.*, 2000).

Authoritarian parenting style characterizes as the conservative approach of parenting which determines the expectation of conformity and strictness to the rules by the parents (Ingram, 2011). Authoritarian parents deem as strict and harsh to gain children obedience according to their demands as compared to the demands of the children (Baumrind, 1971). They are believed to be high in demands and high in parent responsiveness to the actions of the child (Baumrind, 1968). Subsequently, permissive parenting style constitutes few parental demands or restrictions from the children in child rearing process (Baumrind, 1971). Permissive parents are expected to impose few demands and restrictions on their children (Baumrind, 1968). Permissive parenting style comprises higher level of nurturance and lower levels of maturity demands, control and communications between parents and children (Johnson & Kelley, 2011).

By opting the classification of Baumrind (1968), Maccoby and Martin (1983) have extended her work by adding one more parenting style i.e. Neglectful Parenting. Neglectful parenting is neither responsive nor demanding. In such kind of parenting, parents do not support or encourage their children's self-regulations and have a non-controlling attitude towards their children (Mccoby & Martin, 1983; Baumrind, 1991). Nevertheless, there have been fewer studies observed in non-Western cultures on various parenting dimensions and adolescents outcome (Darling & Steinberg, 1993).

Two important discourses are considerably significant in understanding the conceptualization of parenting. One is related to the dimensions of parenting and other focuses the typologies of parenting (Darling & Steinberg, 1993). Parenting practices are deemed as a set of various dynamically dimensions, including two key dimensions, which are parental support and control, and to assess the quality of parent- child relationship (Dishion & McMahon, 1998).

Parental support dimension can be represented as positive and negative behavioral aspects (Rohner, 2004). Positive behavioral aspects include acceptance, affection, love, support, warmth,

responsiveness, and sensitivity while negative behavioral aspects constitute hostility, neglect, and rejection (Metsapelto, Pulkkinen, & Pikkeus, 2001). The support dimension refers to parental behaviors towards the socialization of their children that make them feel accepted and comfortable (Barnes & Farrel, 1992).

Parenting control dimension can be divided in two separate constructs such as the distinction between authoritative and authoritarian control (Baumrind, 1968, 1971). According to Baumrind, authoritative control refers to the positive aspects of parenting control including rewarding and inductive parenting i.e. inductive discipline techniques while authoritarian control emphasizes the negative parenting control that include restrictive, coercive and firm discipline techniques.

Recently, family and child care researchers have highlighted the behavioural and psychological control instead of authoritative and authoritarian control (Parker, Tupling, & Brown, 1979). Behavioural control is to control the behaviour of the children by using parental monitoring and rules setting (Halgunseth, Ispa, & Rudy, 2006). Subsequently, psychological control refers to "intrusions into the psychological development of the child, such as love withdraw, keeping the child dependent and the use of guilt to control the child" (Hoeve *et al.*, 2009). Nevertheless, Sanders *et al.* (1994) argued that behavioural Control is strongly linked to the externalizing problems and psychological control is strongly associated with the internalizing problem of children.

The social interaction learning (SIL) model emphasizes the everyday interactions between family members and how social interactions shape the patterns of behaviour for parents and children (Forgatch & DeGarmo, 2002; DeGarmo & Forgatch, 2005). In Particular, parenting practices (i.e. coercive or positive parenting practices) have a direct effect on the behavioral adjustments of the children (Holtrop, Smith, & Scott, 2014). The model promotes five parenting practices such as parental monitoring, discipline, skill encouragement, problem solving, and

positive involvement. Monitoring refers to the attending and awareness of the activities of children (DeGarmo & Forgatch, 2005). Moreover, discipline includes the settling of appropriate limits and enforcing sanctions to the maladaptive behaviours of the children (Forgatch & DeGarmo, 2002). In skill encouragement, parents use praising and contingent positive reinforcement to guide the pro-social behaviour among children (DeGarmo & Forgatch, 2005). Problem solving relates to take decision regarding relevant goals by parents and children together to solve a problem efficiently while positive parental involvement occurs by showing parents' love and attention towards their children (Forgatch & Patterson, 2010).

Individuals acquire parenting skills through numerous sources for the child development. However, a range of factors can play a decisive role in child rearing. These factors include culture, religion, socio-economic status, and neighborhood that could influence the individuals' practices in socializing the children.

Culture refers to a "system of meaning" or a "common cognitive orientation" (Smircich, 1983), that is, a set of material things and non-material practices shared by the members of the identifiable group (Schulze *et al.*, 2002). Every culture is considered to be distinguished from other cultures on the basis of deeply rooted and widely acknowledged ideas. Cross cultural study asserts that normative practices in the group of people belonging to the same culture may not be necessarily normative for the individuals who belong to another culture (Bornstein, 2012).

Around the world, culture constitutes an essential component of the context within which parents rear their children and accounts for at least some of the wide variation in parenting beliefs and practices. Researchers have recognized the significance of cultural factors in shaping and reshaping the parenting practices (Jacobson & Crockett, 2000; Darling & Steinberg, 1993; Steinberg *et al.*, 1991). Le Vine (1988) articulates that "each culture, drawing on its own

symbolic traditions, supplies models for parental behavior that, when implemented under local conditions, become culture specific styles of parental commitment" (p.8).

Ogbu (1981) has proposed the model on parenting behaviour that is considered necessary for the survival and success of children. The model suggests that parenting behaviour is driven by the culturally determined child and adult characteristics. Nevertheless, it is considerably important that children's experiences with their parents within a cultural context make them culturally competent members of the society.

Numerous factors are related with the kinds of goals that parents establish for socializing their children, and the kinds of practices used to achieve those child rearing goals. One such factor is parents' religious orientation (e.g., Wiehe, 1990). Overall, the dearth of literature has discussed the relationship between parental religiosity and parental practices. Researchers have investigated the associations between religiosity and negative parenting practices, such as spanking (Ellison, Bartkowski, & Segal, 1996; Ellison & Sherkat, 1993). Conversely, studies have also examined the relationship between religiosity and positive parenting practices such as warmth, hugging and praising the children (Wilcox, 1998; Gunnoe, Hetherington, & Reiss, 1999; Pearce & Axinn, 1998).

Despite the explanation of interconnectedness between religion and family processes, it is still believed that there exists no clearly defined process that explains the link between parent's religiosity and parenting practices (Snider, Clements, & Vazsonyi, 2004). Social control framework attempts to describe the perspective that views family and religion as institutions in explaining social control by socializing members to adopt conventional norms and values (Baier & Wright, 2001; Sherkat & Ellison, 1999). Over time, these norms and values are internalized by the members and self-sustaining, thereby reducing the probability of deviant behaviour (Hirschi, 1969). To the extent that religion serves this purpose, one would expect religious adolescents to be less inclined to engage in risky behaviour (Landor *et al.*, 2011).

Socio-economic status (SES) remains a topic of interest for those who study family and child development. There is a wide variability in experiences of children with having different socio-economic statuses. Individuals belong to the high SES families are believed to be benefited on the basis of array of services and goods, provided by their parents, as compared to the low SES families where children are at developmental risk (Brooks & Duncan, 1997).

Researchers have articulated that SES is associated with parenting knowledge and behaviour for rearing or socializing the children (Belsky, 1993; Garbarino, 1977). There is an evidence that low SES families have higher probabilities with increased maltreatment of children (Hampton & Newburger, 1985; Drake & Pandey, 1996; Sedlek & Beadhurst, 1996; Ards, Chung, & Myers, 1998). Other measures of low SES families such as unemployment and limited access to social and economic resources are significantly related with the disruptive behaviour of the children (Aber; 1994; Paxson & Waldfogel, 2003).

Numerous studies have investigated the relationship between SES and parenting.

Studies suggest that there are associations between low SES and parenting practices which result in as harsh discipline (Berger & Brooks-Gun, 2005; Berger, 2004), poor home environment and parental involvement (Klebanov, Brooks-Gun, & Duncan, 1994, Berger, 2004) and low degrees of knowledge regarding appropriate parenting and child development (Benasich & Brooks-Gun, 1996).

Parents act as gatekeepers to control the activities, both in and outside the home, for their children's exposure to neighborhood (Kim, Hatherington, & Reis, 1999). Resultantly, neighborhoods influence on the developmental outcomes of the children are thought to operate through various family processes such as parenting practices and home environment (Klebanov, Brooks-Gunn, & Duncan, 1994). Despite the plethora of research on the importance of family processes for the developmental behavioural outcomes of children, there has been given insufficient attention to the macro or community (contextual) factors which may both shape and

reshape the family processes and child behaviour (Simons *et al.*, 2002).

Neighborhood is considered significant to influence the adolescent well-being. Parental characteristics and practices act as a primary concern to manage the risk and opportunities among children (Furstenberg & Hughes, 1997). Studies suggest that parents living in disadvantaged neighborhood might become more likely to have inadequacy of coping skills and lower efficacy (Klebanov, Brooks-Gunn, & Duncan, 1994; Leventhal & BrooksGunn, 2000). Resultantly, they may be more likely to use harsh controls and verbal aggression (Earls & Barnes, 1997).

Simons *et al.* (2002) have emphasized on two hypotheses to understand the effect of neighborhood and community factors on child conduct problems. One is parenting buffering hypothesis and other is parenting evaporation hypothesis. Parenting buffering hypothesis suggest that parental practices (such as parental control and monitoring) may become more critical in disadvantaged or high-risk neighborhoods while parenting evaporation hypothesis articulates that parental practices may become less effective where deviant behaviors are more prevalent in the neighborhood (Simons *et al.*, 2002). Disadvantaged or high-risk neighborhood may limit the parents' abilities to manage the risks and opportunities for children is well-being (Sampson, 1997).

Parents have been designated as a primary caregiver with the most of knowledge and responsibility for the development of the adolescents (Rivas-Drake & Witherspoon, 2013). Pakistan is a developing country where religious component is dominant. The religious and social taboos are very strong which result in producing a lot of guilt feelings. Pakistani culture and its constructions are molded both by Islam and the older South Asian heritage.

In Pakistan, Islamic culture and older South Asian heritage emphasize the responsibilities of parents in child rearing (Stewart *et al.*, 2000). Parents are expected to take seriously the responsibilities to guide their children, and children are expected to obey, both generations are exhorted to deal with each other in a gentle and affectionate manner (Chao, 1994; Obeid, 1988).

In Pakistan, as another example (Mann, 1994, p.149): "The role of supervisor is taken very seriously by women, who view it as part of their duty in training children for the future. They organize ... and most importantly ensure that children do their homework in the evening.... It may even be that her earnings (if she is salaried) allow the child to attend better schools and receive extra coaching".

Honour is considered as the central value in Pakistan, and appears to be shared by other Islamic societies (Feghali, 1997). Maintaining family *Izzatis* is an important determinant and motivator of behaviour (Mann, 1994; Wilson, 1978). In South Asian Muslim society, *Izzat* is easily damaged inappropriate behaviour of family members - particularly girls and women - if they do not behave with adequate modesty or flout the will of the elders in the family (Mann, 1994; Wilson, 1978).

Risk behaviour refers to the tendencies to engage in potentially harmful or dangerous behaviours (Azmawati *et al.*, 2015; Steinberg, 2008). A significant Sociological figure, Erving Goffman conceptualizes risk-taking behaviour as "action, which he defines as behavior that is consequential for the individual, that has problematic outcomes, and that is undertaken for its own sake" (1967, p. 185). It has become a major issue or challenge and is rated as one of the significant public health issues that needs special attention (Azmawati *et al.*, 2015).

Risk factors in contributing the likelihood of engaging in the harmful activities are established during adolescent, and often maintained adulthood, affecting health and wellbeing in the later life (Jackson *et al.*, 2012; Huang & Ida, 2004). Researchers have translated *Izzat* as pride, honor, self-respect in Pakistani societal context documented various identified risk factors in predisposing problematic risk behaviour among youth that include unintentional injuries (Grunbaum *et al.*, 2004; Brener *et al.*, 2004; Eaton *et al.*, 2002; Brener *et al.*, 2002), violence (Nansel *et al.*, 2001; Nansel *et al.*, 2003; Durant *et al.*, 1994; Krug *et al.*, 2002; Loeber, 1990), substance use (Hawkins, Catalano, & Miller, 1992; Durant *et al.*, 1999; Paglia & Room, 1999; Arnett, 1992;

Newcomb, Maddahian, & Bentler, 1986), unhealthy dietary behaviours and inadequate physical activity (Huang *et al.*, 2003; Neumark-Sztainer *et al.*, 1998; Rey-Lopez *et al.*, 2008; Middleman, Vaquez, & Durant, 1998; Littleton & Ollendick, 2003; Brener, Billy, & Grady, 2003).

The evidence has documented that risk factors in the development of children are found at individual, family, school and community level. For instance, individual level risk factors result in head injuries or exposure to toxins in early childhood, poor impulse control, and early initiation of substance use (Hawkins, Catalano, & Miller, 1992; Warner & Smith, 1992). Family factors predictive of risk behaviour include a family history of crime or substance use, poor parenting practices, high level of family conflict, and lack of good parent-child relationship (Park, 2004). School level factors contribute in predicting risk behaviour that includes academic failure and low commitment to school (Greenberg *et al.*, 2003). Community level factors have been associated with the problem behaviour of children, adolescents and youth including characteristics of community and neighborhood environment (Arthur *et al.*, 2002).

Through the process of socialization (Smith, 2002). They are often thought to be responsible for the risk-taking behaviour of their children. In some countries, parents are penalized for the anti-social behaviour of their children (Hoeve *et al.*, 2009). Numerous researchers suggest that the foundation of risk-taking behaviour of the children is deeply rooted in the family environment the child has been brought up in (Okorodudu, 2010).

Sokrab (2016) Substantial body of literature suggests that to socialize child in a better way parents must adopt the variety of parenting techniques to be able to socialize the child in a decent way. The effects of the parental technique on the behaviour of a child is showed in the early ages when child reaches his tenth year of the age so even that part of the age if child has not shown the

positive response to his every responsibility then parenting technique may not working on him properly so the proper look after of the daily activity and behavioural changes of the child are also concluded in the positive parenting.

Substantial body of literature suggest that common management of the child rearing is more effective than the tide rules and regulation implemented on the child that cause the mental complexity for the child and due to the negative parenting practice child adopts the negative characteristic from their parents and carry them throughout The life the negative parenting practice also disturbs the relationship between the parents and the child, so, positive parenting practices are more recipient for the child than the negative parenting (Tremblay et al., 2007)

The research articulated that the positive result accepted from the child are related to the convincing technique of the parenting. Due to this technique child performance has become more affected and the positive changes are taken place in the behaviour of the adolescent. The parents control their child by the level of high supervision in the sense of positive parenting practices then the outcomes accepted from the child are positive other vise results are in negative form and the chances of the negative behavior from the child are more in sense of the negative parenting. Haskin (2014)

Fox (2012) Indicated that the parenting has a great influence on the child rearing process. Due to parenting child achieves the goals in the whole life so parenting is a very important process for the child rearing. If the parents practice negative parating like they do not appreciate their child when they are doing something good and even they deal their child by harsh and rough behaviour, then it causes worst effects on child's behavioural changes. He becomes the victim of anxiety and

also his academic performance is affected badly while parents who adopt the positive techniques of the child rearing, their child are more success full in the academic and behavioural changes and they do not become the victim of the anxiety.

The fast changes in the hormones of the adolescent is also a cause which badly affects the behaviour of the children and also young people. Due to these changes of the hormones adolescent faced different behavioural problems. The research indicated that child rearing process is a very important process for the good future of the next generation, so, the energetic and tide supervision of the child is more effective than simple rearing. The harmonic changes are not defined by birth, but these changes are socially approved that's why the testosterone level and also the growth level of the adolescent is linked with the child risk behaviour. The changes which are happen in the hormones of the adolescent takes place due to the genes and individual environmental changes (Schall et al., 2004)

Morrison (2011) it stated that young generation is involved in the use of tobacco and this has badly affected on the health of the young people and this practice has been increased day by day because of different reasons .The adolescents are firstly inspired from their parents who smoke in front of their child since early ages. At early stage children are just smoke tobacco but later on the also get involved in drug addiction .The young generation follow their role model who also smoke and the other major reason of the increase in the Tabaco use is the access of youth to the tobacco market. These are the reasons which badly affected the behaviour of the adolescents and get them more involved in the criminal and harsh behaviour.

The finding of the research indicates that emotions play key role in the anxiety disorder of any child. Children are emotionally attached with mothers, so mothers, observed different deficiencies in the child behavior and also experience harsh behavior from the child but they could not

reported they are emotionally attached to the children .Those child who are victims of anxiety, could not manage their daily active life very well (Suveg&Zeman, 2004)

Jefferson (2006) In traditional families it is felt as burden to socialize a disable person because of the strain parents take during the rearing process .In this situation the growth of the child is effected at very high level and the result of this rearing process is very unwholesome. But in some families family member are emotionally attached with the disable person/child and they support them throughout their life and they do not take the stress of this rearing process of the child.

The effect of the adolescents reading children' s literature to their younger siblings on their book reading habits is studied by(Dogan et al., 2015) The reading habit of the youth may get increased if they take interest in reading for their young siblings but basically to improve the reading habit of the children is the responsibility of the teachers. Teacher must be involved with child as the social and interactive scope of the book reading activities .If child has built the habit of book reading in their early child hood they should be very successful in every field of life .In sense of learning reading has played key role so it is important that a child should develop the reading habit in early ages of their life.

Substantial body of literature suggests that there are two types of the parents who are concerned about the behavior of their children and they control the behavior of their child by different parenting techniques. First type of the parents control the behavior of the children by balminess which is a harmful method and may not be work later on in the life of the children while second type of the parents are who those control the behavior of their children by providing them information about bad or good things, and they are seen more successful. (Borden et al., 2012).

To discipline the children in a good way they require different discipline techniques at different stages of their life. In this sense parents must acquire new techniques to control the child and for

the socialization process of the children. Child at early hood needs love, affection and care but later on when they become, adolescent they need respect and courage from their parents. Those parents who adopt different positive methods to socialize children are very successful parents and their children are more confident and good in academic performance while those who rely on the old method of parenting, their children do not perform well in the academic field and their social relation are not good with in the society (Straus et al, 2010)

The better way to reduce the alarming behaviour of the children is that parents should understand the problems of the children and try to solve them. In this process the role of father to show his attachment with his child is a key factor. The involvement of the parents with their child has only purpose that parents should solve the problems of the youth mutually with them. Mother and father must reduce their own negative behaviour in front of their child to become successful in their mission to control the behaviour of the child. The intervention of the mother with the child is effect their mental growth while father play role to modify the behaviour of the child (Muri'set al., 2014).

Perkins (2015) the main reason of the sexual behaviour is just not the use of the ingredient but it also depends on other circumstances. To reduce the sexual risk behaviour the role of the parents is very important but the parent's role is more effective on the female adolescent rather than the male adolescent because parents have more stronger interaction with the female adolescent and females stay home most of the time that's why they are monitored regarding sexual risk behaviour more closely Boys have very low interaction with their parents because they spent most of the time outside the home so boys on the basis of race and ethnicity get involved in the sexual risk behaviour.

Tremblay et al, (2007) The poor parenting practices have worst impact on the child rearing process It is necessary that parents should take some training or session on child rearing and

controlling their behavior with positive method rather than the negative parenting techniques which has very long lasting worst impact on the child behavior .The policy makers should start the welfare program for newly parents and teach them the positive child rearing parenting techniques. Recent method of the child rearing has the positive impact on the child behavior and also their academic and social activities.

A substantial body of the literature suggests that parenting practices has a great impact on the child behavior and upshots. Massive research has originated that convincing parenting technique is a reliable technique through which positive changes are happened in the behavior of the child.(Hoskins, 2014). Study has demonstrated that Negative parenting is one of the major factors that permute anxiety in the adolescent behavior. Negative parenting itself is one of the biggest cause of the child risk behavior but this technique is effective to discipline a child. Parents may adopt the positive parenting technique in child rearing process to reduce the risk behavior in the youth(Fox, 2012).Parents are one of those factor which affect the child risk behavior in which they are involved. More watchful parents monitor their children very closely and they save them from doing something wrong but here the knowledge of the parents about their adolescents play a key role. Obviously the information of the parents regarding their child may help them effect on the children risk behavior. Parents have authority to create an environment in which children feel relax and easy about the risky behavior which they are facing in the daily life .Friendly communication b/w child and parents has also helped parents to control the child behavior. (Groff, 2000)

Posey (2014) Research has recognized that to the negative parenting children get involved in substance use and their academic performance is affect badly. Authoritarian parenting is not an effective parenting technique to discipline the child and it has worst effects on the child's

academic performance while authoritative parenting technique is very good technique to discipline a child by appreciating them.

Socialization of children is very difficult process for the parents. For this purpose education of the parents and their knowledge on the parenting technique is very necessary. The rearing of a child especially in teen age is very difficult both parents for the and the adolescent, because at this age they are passing through so many biological, psychological and social changes and parent should aware of these changes otherwise children can be misguided. If parents are aware from these changes they may control the behaviour of their adolescent in a better way and adolescent outcomes are very positive in every aspect of life. Kopko (2007)

Malik (2005) The parenting practices are effective on the child up to the age of fourteen so parents should monitor their child during this sensitive age period and involve themselves with their child's daily life activities .Some parents do not set a good example of the positive role model for their children because they take alcohol and other drugs in front of their children and consequently children follow them and get engaged in negative activities like smoking and drinking which can cause risky behaviour for the child in the rest of the life.

Socialization of the adolescent is very important factor for the rearing processes, In this way the adolescent learns the rule and the regulation from their parents but parental guidance by the parenting practices is effective when the parents get involved in child's daily life events because at this stage child is passing through a learning process so he needs a role model to learn the ethics from Similarly, parenting practices are effective when parents give time and attention to their child. Wong (2015)

Miller (2000) Research has articulated that boys and specially those who are a part of the nuclear family system get involved in more behavioural problems than girls. Boys belonging to the nuclear family system have more law breaking activities like smoking, drinking alcohol.

Similarly, boys who are living in single family system have been detected with more violent behavior as compared to those boys who are living in the joint family system. The level of the violent behavior may have decreased by the high parenting monitoring of the adolescent.

Mbwana (2008) Parents normally adopt those parenting techniques which create a communication gap between the offspring and parents. Due to such type of the parenting practice, child's academic performance is effected and also the psychological pressure from the parents towards the children is a factor which increases the crime rate in children. Parenting practices are limited to some particular goals in child rearing process such as monitoring of the child's academic record and involvement the child in school and college affairs and completely ignore sensitive issues of the society like sexual awareness.

There is a relationship between of the parents and strict parenting .Findings showed that those parents, who are more educated, probably reveal less harsh behaviour to their adolescent. The involvement of the youth in negative activities like smoking, drinking and engagement in the early sexual activities is also the cause of youth risky behavior. If parents are illiterate then children are more involved in the risky behavior. Similarly, there is a deep relationship between parent's use of alcohol and the children's risky behavior and this negative behavior also effected the youth behaviour in rest of the life. (Dhalewadikar, 2014)

The parents who socialize their children under their own supervision and support the child at home, make child rearing process very effective with positive results in rest of the life of a children and their family also while those parents who do not properly supervise their children and send their children abroad for higher education or economic purposes their children become victim of the behavioral circumstances and their attitude becomes very harsh. The findings of the research also indicated that positive parenting is more effective than the negative parenting. (Crockett, 2008)

Koo (2011) to socialize children in good manner, then observation of children's activities with in family and society is very important .The influential parenting has more positive effects as compared to the directional parenting practices. In the process of socialization parental monitoring is the most important factor but parents who adopt authoritative parenting with excellent monitoring, their children produce good and behaviour.

Dodge (2010) constructive relationship between parental attitude and the children performance is a universal truth .By positive parenting children gain confidence and this confidence may help them to improve their personality, social activities, behavior outcomes and academic performance as well. Those parents' who mishandled their children the rate of risk behavior is very high in them. Similarly highly qualified parent's children show high academic performance is very high.

Cartwright (2012)The negative child behavior is due to the parents' negative parenting techniques during the socialization of the children. So, if parents take some training on how to deal or socialize their children then the rate of children risk behavior may be reduced. Similarly, those parents who use positive parenting techniques their child behavior is very acceptable and creative.

Mimi (2007) Research has recognized that teen year is the time when children discover their individuality with parent's supervisions this time parent's children play central role for the development of children's personality. So, at this stage parents must adopt traditional values which may be key elements of parenting style. The family stress may be the consequence that affects the style of the parenting. In this type of family parents do not allow their children to take any decision for themselves because parents think that their decision may reflect the family respect.

Lansford (2010) has conducted a study on the special problems of cultural differences in effects of corporal punishment. Studies examine that the relation between the parent's use of corporal

punishment and children's settlement has no consensus where cultural differences have made impact on these relationships. In cultural groups, parents have provided context in which corporal punishment was performed and the children settlement problem with their parents was due to the poor parenting. In the opinion of the parent's if they use corporal punishment to agree the child on some point of view, it increases the problems between parents and the offspring. Parents use corporal punishment due to the behaviour problem.

Finkelhoret et al (1996) has explored the corporal punishment as the stressor among youth. The findings of the study indicate that due to corporal punishments, the rate of stress among youth has increased with the passage of time. Corporal punishment also affects the young adult's psychologically and they become the victim of depression. The congested environment which parents provide to their children also leads to the anti-social behaviour. Such type of environment badly affects the adolescent's mental health, consequently, the children who lived in harsh environment show poor academic career Findings of the study also showed that the harsh parenting has negative out comes.

Sanson et al (1999) has evaluated the corporal punishment and behavioural adjustment and his findings reveal that the corporal punishment has shown bad effects the child behaviour settlement. The experience of the children has been very harsh regarding the corporal punishment and the boys were mostly affected by the corporal punishment as compared to girls resultantly. Boys were found more aggressive in nature than girls .Corporal punishment is rapidly increasing so the society should conduct research on this issue and try to understand the relationship between corporal punishment and the pre schooling age children because the corporal punishment is causing the anti-social behaviour among children.

Gordon (1981) Findings of the study showed that in the past the teachers and parents needed power to control the children's emotion, behaviour as well as discipline, but showed that the

power based control of children has crippling consequences for the young adult's behaviour. But now, the teachers and parents are given formal training on the alternative model to control the discipline of the children without power at home and school also.

The study has indicated that rearing of the children in combined family was better than the nuclear family because in nuclear family system only mothers provided services for the socialization of the children and they have fewer facilities to provide the children due to the lack of resources. The process of socialization has been more effective in joint family system where every member of the family attention to the child (Benard, 1991).

The study shows results that it is very intricate to examine the human aggression directly, because it occurs from time to time and people often have reasons for not acknowledging or reporting it. There have three models of aggression which includes, Psychoanalytic, drive and learning theory. These models are based on the relations among the individual and the affection shape, which becomes recognized as internal cognitive structures. The mutual association among theory and explanation of aggression is depicted by the researcher to examine the behaviour of people (Bjorkly, 2002).

Zaman et al (2013) conducted study on the "Youth violence in Pakistan, the social structure and culture of violence. "The study has showed that according to the past studies Pakistani youth has become violent due to the socio political circumstances of the country. International power is also responsible for the violence in Pakistan because during the cold war the roots of the violence in Pakistan have been vilely spread by the international actors. The elite politician were associated with the business of the weapons so they promoted the war economy in the world and the youth who were motivated by the jihadi culture got involved in such types of activities. The poor people were living with the extremist people who considered themselves empowered for being part of terrorist forces.

Kennedy (1995) has conducted study on “Teachers, Student Teachers, Paraprofessionals, and Young Adults' Judgments about the Acceptable Use of Corporal Punishment in the Rural South.” The study has revealed that to various determinants related with the use of physical punishment in school. It was hypothesized that education, experience and a history of receiving corporal punishment by the students in a school would be closely associated with attitudes about the efficiency and information of the exercise of corporal punishment.

Gershoff (2010) has conducted study on “More Harm than Good: A Summary of Scientific Research on the Intended and Unintended Effects of Corporal Punishment on Children.” The research has concluded that children in United States get more punishment in their schools and colleges. The number of children receiving punishment at school was nontrivial. Nearly about a quarter million children received corporal punishment yearly in schools and colleges. The policy makers argued that school punishment improve the behaviour and achievement of the children.

Sherkat, et al. (1993) has explored the study on “Conservative Protestantism and Support for Corporal Punishment.” The study has showed results that Conservative Protestants excessively support the use of corporal punishment. It examines that many children who approve corporal punishment in common definitely utilize this punitive strategies within their household. The association among parental attitude and concrete behaviours were far from isomorphic.

Miller et al (2000) has explored parenting practices as predictors of substance use delinquency and aggression among urban minority youth moderating effects of family structure and gender. The findings of the study showed that that boy's facing more behavioural problem than girls and similarly those boys have more harsh behaviour who are living in a nuclear family structure. If parents monitor their child more closely than the chances of misbehaving are less generally. Those boys who intake dinner with family they less aggressive as compared to those who do not take dinner with their family. The chances of misbehaving of girls in nuclear family are very low.

Davis et al (2008) Result showed that youth risk behavior is dependent on the parenting practices Parents who adopt the authoritative way socialization their child have less involvement in illegal activities like drug taking risk, sexual risk and behavioural risk and those people who adopt negative way of treating their children the chances of disobedience in these children are very high.

Oluwatosin (2010) studies have demonstrated that parental practice have a great influence on the sexual risk behaviour in youth. Some parents do not care and monitor properly so, the chances of sexual risk behavior among these children are higher than those parents who monitor their child closely.

2.2 Theoretical Frame work

The researcher has conducted study on ‘the effects of parental use of corporal punishment on violent behavior among their children’. Planned theory presented by Jason James in 2010 was related to the study. This theory proposed that an individual’s attitude is the primary factor influencing behaviour. However the behaviour did not appear to be completely voluntary. Instead, behaviour appeared to be strongly influenced by factors in addition to attitudes. As a result, the Theory of Planned Behaviour (TPB) succeeded that 22 of Reasoned Action, and incorporating additional factors in the prediction of ones” behaviour. “TPB model empirically describes the influences of information and motivation on behaviour . According to TPB, all human behaviour is influenced and guided by three types of considerations including: 1) behavioural beliefs, 2) normative beliefs, and 3) control beliefs. The term “behavioural beliefs” describes the impact of the perceived consequences of a planned behaviour leading to the development of favourable or unfavourable attitudes towards the behaviour. The term “normative beliefs” describes the presence of social behavioural expectations and the level of motivation to comply with these norms that lead to perceived social pressure. In addition, the term “control beliefs” describes the presence of factors that lead to the facilitation or impediment of the performance of the planned

behaviour. These identified factors provide the actor with a perception of power leading to behavioural control. Behavioural control as the extent to which an individual perceives the performance of the planned behaviour as being easy or difficult, while holding motivation constant. According to TPB, all three of these factors work in combination leading to the formation of behavioural intention. Generally, the more favourable the formulated attitude, social expectations, and the greater the perceived control, the stronger the intention of engaging in the planned behaviour is. In turn, intention is viewed as the immediate antecedent of the planned behaviour. However, since many behaviours involve some degree of difficulty in terms of execution limiting control, perceived behavioural control often supplements intention.

2.3

Concetual Frame Work

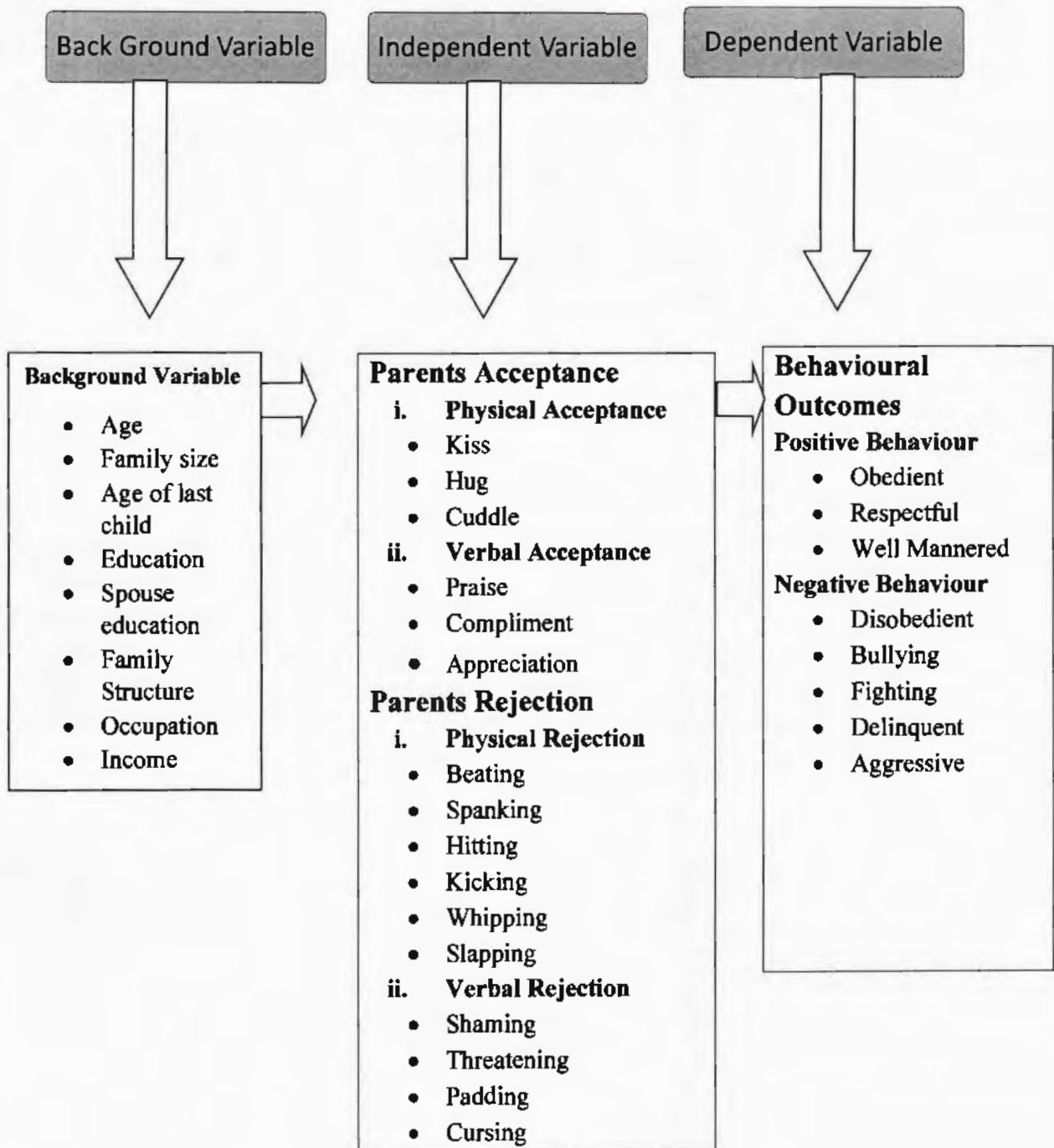


Figure: Conceptual Framework of the study

CHAPTER THREE

Research Methodology

Methodology guides how and what steps should be taken to design and conduct a research study, how the researcher should collect the required information during survey, and what tools and techniques should be used for collecting, analyzing and interpreting the collected information. Methodology is actually a complete framework for the whole research activities.

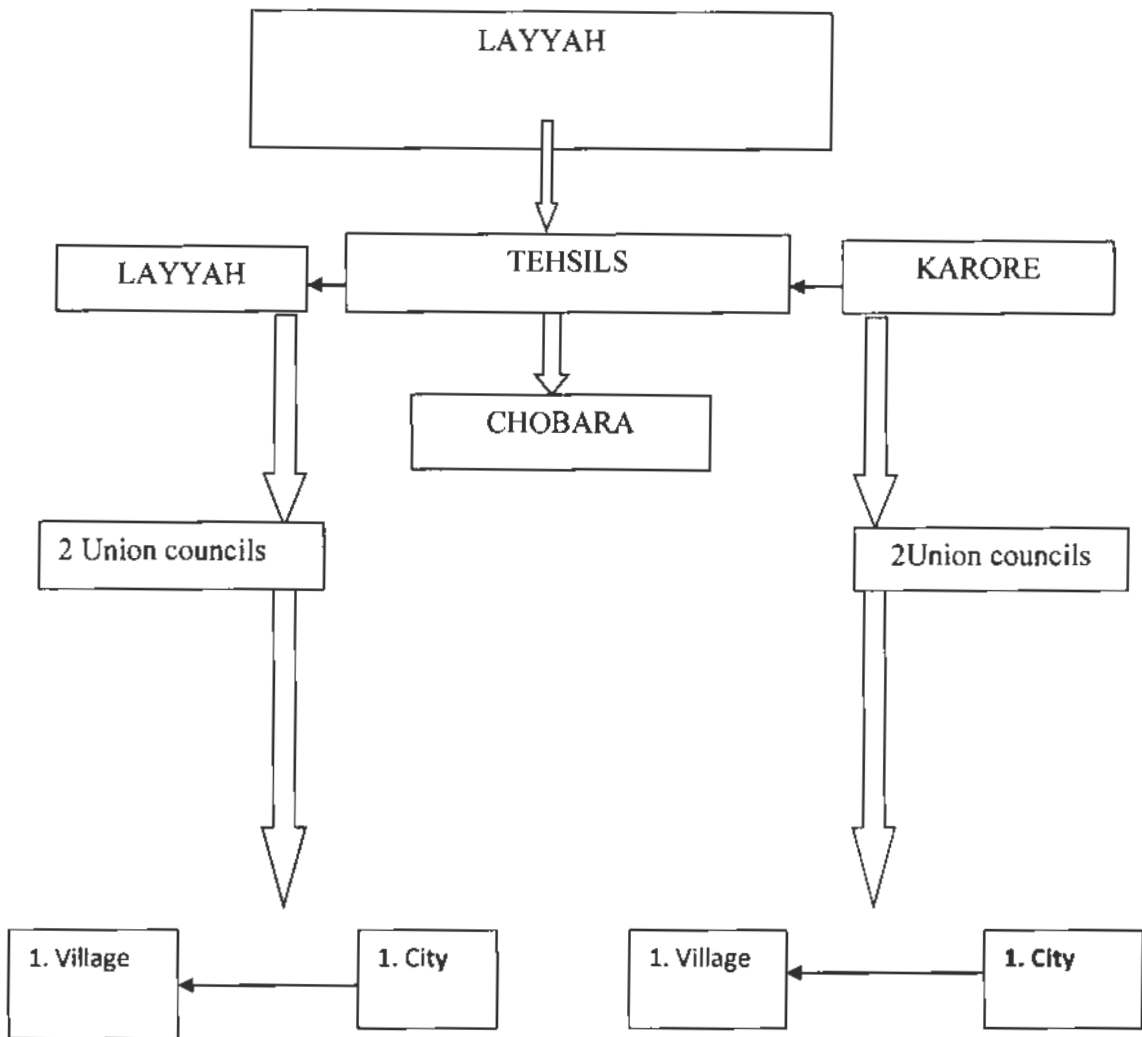
3.1 Research Design

In order to have systematic and deep understanding of the research topic, quantitative research design was used to collect the required information from the respondents during field survey. The researcher has used the cross sectional research design in this study. Which focuses the studies related to temporal terms or within the short span of time.

3.2 Study Area and Sampling

The current study has been conducted in rural and urban areas of Districts Layyah. The study comprised multi-stage random sampling. At first stage, two out of three Tehsils of Districts Layyah were randomly selected. At second stage, from each selected tehsils, two union councils were selected. At third and final stage, respondents were drawn from the four selected union councils (Two urban and Two rural)

Sampling Frame work



3.3 Sample Size

A sample is a small set of whole population which represents the characteristics of whole population. The detail of population and calculated sample size is shown in the following using Taro Yemini formula:

List of Tehsils Wise Population

District Population	11,20,951
Tehsil Wise Population of District Layyah	
Layyah	591042
Karore	368899
Target Population of Two Tehsils	959941

Source: Census Report, 1998.

The sample has been taken through following formula.

$$n = \frac{N}{1 + N(e)^2}$$
$$n = \frac{959941}{1 + 959941(0.05)^2}$$
$$n = \frac{959941}{2399.855}$$
$$n = 399.99958$$
$$n = 400$$

Proportionate Allocation of Sample to Districts

1-Layyah $\frac{591042}{959941} \times 100 = 62\%$ ($0.62 \times 400 = 248$)

2-Chobara $\frac{368899}{959941} \times 100 = 38\%$ ($0.38 \times 400 = 152$)

3.4 Tools of Data Collection:

3.4.1 Interview Schedule Construction

The validity of the research completely depends upon the tools of data collection. An interview schedule was designed for the purpose of data collection. An interview schedule is a set of (required) questions which is used to collect data from the respondents in face to face situation.

For the present research, researcher has developed the interview schedule to collect quality information from the respondents.

3.4.2 Pre- Testing

Pre-testing is very necessary to check the effectiveness of necessary tools. Pre-testing provides the way of modification in the tools before giving final shape. After the construction of interview schedule, researcher has pre-tested the measurement tool on 15-20 respondents. After pre-testing the tool, changes (if any) were made according to the requirements and questionnaire was finalized before its use in full scale survey.

3.5 Data analysis

After the collection of data, the data is analyzed using the Statistical Package for Social Sciences (SPSS). The univariate analysis was used to find the trends by calculating measures of central tendency while bivariate analysis was applied to check the association between independent and dependent variables. The results are presented in the form of research report i.e. thesis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Data Analysis and Presentation

The current chapter Results and Discussion, is the important element of a study. In this chapter, the researcher analysed and presented the data after its collection from the (Layyah). SPSS (statistical package for social sciences) and other statistical techniques have been used for the scrutiny of first hand or primary data. The data has been presented in tabular form along with explanation and description. To explore the suitable results of the research, two methods of analysis have been used, which are as under:

1. Univariate Analysis
2. Bivariate Analysis

4.1: Univariate Analysis

Univariate method is used to analyze a single variable. It includes all techniques of analyzing a variable that can be either independent or dependent. In this statistics technique, researchers do not use the advance statistical methods to analyze the relationship between two variables or among more variables. Bresnan *et al.* (2007) narrated that this statistical technique allows researchers to see in isolation effects of each element of target population under studied phenomenon. The univariate tables are presented

Table 4.1.1: Distribution of the respondents by their gender, age and marital status

Age of the respondents (in completed years)			
Sr.#	Category	Frequency	Percentage
i.	10 years	3	.8
ii.	11-12 years	75	18.8
iii.	13-14 years	203	50.8
iv.	14 +	119	29.8
Total		400	100
Mean 13.20		S.D 01.41	Minimum Value 10
			Maximum Value 15
Gender of the respondents			
i.	Male	323	80.7
ii.	Female	77	19.3
Total		400	100
Type of family of the respondents			
i.	Nuclear	170	42.5
ii.	Joint	175	43.7
iii.	Extended	55	13.8
Total		400	100
Number of male children			
i.	1-2	43	10.8
ii.	3-4	330	82.6
	5 and above	27	6.8
Total		400	100
Mean 03.40		S.D 0.85	Minimum Value 01
			Maximum Value 06
Number of female children			
i.	1-3	279	69.7
ii.	4-6	121	30.3
Total		400	100
Mean 03.14		S.D 01.15	Minimum Value 01
			Maximum Value 6
Head of the family			
i.	Father	330	82.5
ii.	Mother	70	17.5
Total		400	100

Table 4.1 comprises age of the respondents at the time of interview, gender, type & head of family and number of children of the respondent. Age is quite important variable among socio-economic characteristics. The level of wisdom, rationality, authority and influence increases with age.

Socio-economic characteristics are very important in understanding the background history of the respondents. Table 4.1 comprises age variable. Age means the total number of years a person is

living after his birth. In this research, the age of the respondent has been calculated in the completed years. Age is very important variable as it influences many other characteristics. With the growing age, one becomes more responsible, can have better understanding of life and may attain more authority and responsibility. Age is the most important indicator for the division of labour. All people have different working abilities according to the age and health. A person becomes rational as he grows.

Data was collected on age during field survey. Table 4.1 shows that half of the respondents (50.8 percent) were in age group of 13 to 14 years at the time of interview whereas 19.8 percent of the respondents were up to 11-12 years of age. Mean age of the respondents calculated during analysis and, 13.20 while standard deviation was 1.41, maximum age 15 and minimum age was 10 years.

The data also discussed about the gender of the respondents. The 80.7 percent respondents belong to the male category while remaining 19.3 percent were female.

Family is a group of people, who are living together. It is one of the basic social institutions of a society. Family has three types naming; nuclear, joint and extended family. Nuclear family consists of father, mother and their unmarried children. This type of family is common in nomadic societies. In a joint family, parents and their (married) children live under a single roof with their kids. In this type, two or more than two families live together. In extended family system, children, their parents, grandparents, their uncles and aunts, all live together. Table 4.1 depicts that 42.5 percent families of the respondents were living in nuclear family and 43.7 percent were in joint family system. Most of the rural families have joint family system to fulfil their needs with their limited resources and to support their parents and relatives. Only 13.8 percent respondents have extended type of family.

Table also shows that 10.8 percent respondents had (1-2) children, 43 percent respondents had male children in the range of “4-6”. Further, 69.7 percent respondents had (1-3) female children. Majority 82.3.3 percent respondents fall in the (3-4) female children category. The table shows that 82.5 percent head of family were the fathers while 17.5 percent were mothers.

Table 4.1.2: Distribution of the respondents by their father’s occupation and income

Occupation of the respondent’s father		Frequency	Percentage
i.	Govt. employee	85	21.2
ii.	Small Business Owner	10	2.6
iii.	Self-Employee	05	1.2
iv.	Skilled Labour	77	19.2
v.	Un Skilled Labour	223	55.8
Total		400	100
Family income of the respondents			
i.	Up to 10,000	100	25
ii.	10,001 – 15,000	100	25
iii.	15,001– 20,000	121	30.2
iv.	Above 20,000	79	19.8
Total		400	100
Mean 18140 S.D 14516.8 Minimum Value 10000 Maximum Value 130000			

Occupation is a source of income of people which represents their living standard. Occupation of a person reflects his social status. The people were engaged in the occupation of skilled labour, unskilled labour, small own business, government and private jobs.

Table 4.1.2 shows that 55 percent respondents belong to the unskilled labour which shows the lack of education. These (people) have no skills and they were engaged in unskilled labour on daily wages. Further 19.2, 21.2, 1.2, and 2.6 percent respondents were from skilled labour, Govt. jobs, self-employe and small business (Occupations) respectively. Further 9.1 percent members of the respondent’s household were from all above occupations. The table reveals that there was a greater portion of the respondents who belongs to the unskilled labour.

Income is a main source to fulfil the basic and day to day requirements. Income is necessary for the survival of any person and also to meet the expenditure. Every responsible person earns

income directly or indirectly. The members of the household also earn income from different sources and occupations. Table 4.1.2 reveals that half (50) percent of the respondents had their income up to Rs.15, 000, while 30.2 percent people were in the income category of Rs. 15,001 to 20,000 and remaining 19.8 percent respondents had more than Rs. 20,000 incomes from all sources. Mean of the respondent's income was calculated as 18140, while standard deviation was 14516.8, Minimum income was Rs.10, 000 and maximum income of the respondents was Rs.130, 000.

Table 4.1.3: Distribution of the respondents by their nature and experience of punishment

Types of punishment		Frequency	Percentage
i.	Physical	183	45.7
ii.	Verbal	138	34.5
iii.	Both	79	19.8
Total		400	100
Parents in respondent's area given to child			
i.	Yes	309	77.2
ii.	No	91	22.8
Total		400	100
Experience punishment from parents			
i.	Often	173	43.2
ii.	Rare	227	56.8
Total		400	100
Parents mostly punish			
i.	Mother	132	33
ii.	Father	268	67
Total		400	100

Table 4.1.3 comprises nature and experience of the punishment. The result is reveal that 45.7 percent of the respondents gave physical punishment to their children, while 34.5 percent of the respondents gave verbal punishment while remaining (19.8 percent) respondents gave both type of punishment to their children.

Table also reveals that 77.2 percent parents in respondent's area punish their child. While 56.8 percent children rarely experienced punishment from parents while 43.2 percent children have

often experienced punishment from parents. Sixty seven percent's of the fathers punish their children while only 33 percent mothers punish their children.

Table 4.1.4: Distribution of the respondents by their punishment

Statement	DA (1)	N (2)	A (3)	Mean	S.D
i. Parents of respondent area punish their children.	19.0 (76)	0.8 (3)	80.2 (321)	1.23	0.42
ii. Children in family face harsh behaviour from parents.	19.8 (79)	0.8 (3)	79.5 (318)	3.60	0.80
iii. Punishment which parents give depends upon their mood.	61.0 (244)	2.2 (9)	36.8 (147)	2.80	0.98
iv. Parents spank their children when they are wrong.	17.8 (71)	0 (0)	82.2 (329)	3.66	0.78
v. CP is effective method to discipline children.	45.0 (180)	2.5 (10)	52.5 (210)	3.08	1.00
vi. Parents use time out as punishment.	20.2 (81)	30.2 (121)	49.5 (98)	4.09	1.14
vii. Parents give extra chores as punishment.	20.2 (81)	29.0 (116)	50.8 (203)	4.10	1.15
viii. Educated parents give less corporal punishment.	17.8 (71)	0 (0)	82.2 (329)	3.47	1.15
ix. Parents punish children because they were punished from their parents.	18.5 (74)	29.7 (119)	51.8 (207)	3.83	1.23
x. Fighting with sibling result in corporal punishment.	99.0 (396)	0 (0)	01.0 (4)	4.01	.100
xi. Parents ignore child when they do something wrong	50.5 (202)	0 (0)	49.5 (198)	3.53	1.49
xii. Parents need corporal punishment to discipline children.	1.0 (4)	17.8 (71)	81.25 (325)	3.82	0.44
xiii. Corporal punishment is an effective method to discipline children.	47.5 (190)	0 (0)	52.5 (210)	3.05	1.00
xiv. Corporal punishment leads good character in children.	48.2 (193)	0 (0)	51.8 (207)	3.04	1.00
xv. Corporal punishment work well than the other disciplinary method.	48.2 (193)	0 (0)	51.8 (207)	3.04	1.00
xvi. Parent's punishment effects children behaviour letter in life.	14.2 (57)	11.0 (44)	74.8 (299)	3.76	0.89

xvii. Parent's punishment leads to better academic performance.	19.4 (78)	20.8 (83)	59.8 (239)	3.78	1.17
<i>A: Agree N: Neutral DA: Disagree</i>					

Table 4.1.4 comprised various statements for unfolding the current punishment status and the frequency of the children. The 80.2 percent of the respondents were agreed when they were asked that parents of the respondent area punish their children while 19 percent respondents were disagreeing with the statement. Furthermore, majority (79.5 percent) of the respondents were agreed with the statement that children in family face harsh behaviour from parents while 19.8 percent of the respondents disagreed with the statement. The data reveals that high percentage (82.2 percent) of the respondents were either agreed with the opinion that parents spank their children when they are wrong while remaining (17.8 percent) of the respondents were disagreed.

Table under discussion also unfolds respondents' opinion that punishment depends upon their parent's mood. The data in table reveals that about three fifth of the respondents (60 percent) were Disagreed and 36.8 percent respondents were agreed while remaining (2.2 percent) respondents gave no answer against the statement. Moreover, the data explains that about half (52.5 percent) of the respondents were agreed, 45 percent were disagreed while remaining gave no opinion about statement that corporal punishment is effective method to discipline children.

Further, table 4.1.4 shows the respondent's opinion that parents use time out as punishment. The data in table reveals that only 49.5 percent of the respondents were agreed with the opinion that parents use time out as punishment. Furthermore, 20.2 percent of the respondents were disagreed and 30.2 percent of the respondents had no opinion about the statement.

The next statement in table 4.1.4 shows the respondent's opinion that parents give extra chores as punishment. The data in the table reveals that 50.8 percent were agreed, 29 percent of the respondents had no opinion about the statement and 20.2 were disagreed with the statement.

The current table 4.1.4 indicates respondent's response regarding statement that educated parents give less corporal punishment. The data in table shows that majority (82.2 percent) of the respondents were agreed when they were asked that Educated parents give less corporal punishment while 17.8 percent respondents were disagreed with the statement.

The next statement in the under discussion table shows that parents punish children because they punished from their parents. In result, 51.8 percent of the respondents were agreed while 18.5 percent were disagreed to the statement and 29.7 percent of the respondents remained neutral about the statement.

Table 4.1.4 indicates the respondent's opinion that fighting with sibling result in corporal punishment. The table under discussion reveals that almost all (99 percent) of the respondents disagreed with the statement.

Table under discussion indicates that 50.5 percent respondents were disagreed and 49.5 percent agreed that parents ignore child when they do something wrong. Furthermore, the data unfolds that majority of the respondents (81.25 percent) were agreed that parents need corporal punishment to discipline children while remaining (17.8) were neutral about this statement.

Table under discussion also unfolds the respondents' opinion that 'Corporal punishment is an effective method to discipline children'. The data in table reveals that about half (52.5 percent) of the respondents agreed and 47.5 percent of the respondents were disagreed against the statement. Moreover, the data explains that about half (51.8 percent) of the respondents were agreed, 48.2 percent were disagreed while remaining gave no opinion about statement.

Further, table 4.1.4 shows the respondent's opinion that corporal punishment works well than the other disciplinary methods. The data in table reveals that only 51.8 percent of the respondents were agreed with the opinion that corporal punishment work well than other disciplinary method.

Furthermore, the data shows that 48.2 percent of the respondents were disagreed about the statement.

The next statement shows the respondent's opinion that parent's punishment affects the behaviour of the children later in life. The data in the table reveals that 74.8 percent were agreed, 11 percent of the respondents had no opinion about the statement and 14.2 were disagreed with the statement.

The above table indicates respondent's opinion about 'parent's punishment leads to better academic performance'. The data in the table shows that majority (59.8 percent) of the respondents were agreed when they were asked that parent's punishment leads to better academic performance while 20.8 percent of the respondents were neutral and 19.4 percent of the respondents were disagreed with the statement.

Table 4.1.5: Distribution of the respondents by their punishment

Statement	DA (1)	N (2)	A (3)	Mean	S.D
i. Parents approved the way children spend time.	1.0 (4)	17.8 (71)	81.2 (325)	3.62	0.81
ii. Parents approved children select friends.	49.2 (197)	0 (0)	50.8 (203)	3.02	1.00
iii. Parents deal their children like their friend child.	22.0 (88)	0 (0)	78.0 (312)	3.56	0.83
iv. Parents trust their children.	22.5 (90)	0 (0)	77.5 (310)	3.55	0.84
v. Parents let me take my own decision.	95.8 (383)	0 (0)	4.2 (17)	2.09	0.42
vi. Parents approved the way children spend weekend.	94.5 (378)	0 (0)	5.5 (22)	2.11	0.46
vii. Parents are my best friend.	18.8 (75)	0 (0)	81.2 (325)	3.62	0.78
viii. Parents talk friendly with my sisters and brothers.	17.8 (71)	0 (0)	82.2 (329)	3.64	0.77

A: Agree N: Neutral DA: Disagree

Table 4.1.5 comprised various statements for unfolding the current parental love for their children. Majority 81.2 percent of the respondents were agreed that parents approved the way

children spend time. Furthermore, about 17.8 percent of the respondents gave no opinion about the statement. Half (50.8 percent) of the respondents was agreed with the opinion that parents approved children to select friends while 49.2 percent respondents were disagreed.

Table under discussion also unfolds the respondents' opinion that parents deal their children like their friend's child. The data in table reveals that about three fourth of the respondents (78 percent) were agreed that parents deal their children like their friend's child. Moreover, the data explains that 22 percent were disagreed with the statement.

Further, table 4.1.5 shows the respondent's opinion that parents trust their children. The data in table reveals that only 77.5 percent of the respondents were agreed while 22.5 percent of the respondents were disagreed with the statement.

The next statement in table shows the respondents' opinion that Parents let their children take his own decision. The data in the table reveals that 95.8 percent were disagreed about the statement.

The current table indicates that respondent's opinion that Parents approved the way children spend weekend. The data in table shows that high majority (94.5 percent) of the respondents were agreed with it.

The next statement in the under discussion table shows that Parents are my best friend. In result, 81.2 percent of the respondents were agreed while 18.8 percent disagreed with the statement.

Table indicates the respondent's opinion that parents talk friendly with my sisters and brothers. The table under discussion reveals that 82.2 percent of the respondents were agreed and 17.8 percent were disagreed.

Table 4.1.6: Distribution of the respondents by the type of punishment

Statement	R (1)	S (2)	F (3)	Mean	S.D
i. Spanked (Hand on Buttocks).	0.8 (3)	0 (0)	99.2 (397)	2.99	0.90
ii. Slapped in the face.	0.8 (3)	49.2 (197)	50.0 (200)	3.49	0.52
iii. Parents trust on their children.	22.5 (90)	0 (0)	77.5 (310)	3.55	0.84
iv. Parents talk friendly with my sisters and brothers.	17.8 (71)	0 (0)	82.2 (329)	3.64	0.77
v. Kicking	65.8 (263)	33.0 (132)	1.2 (5)	1.88	0.92
vi. Beating	45.8 (183)	21.5 (86)	32.8 (131)	2.87	0.88
vii. Hit with shoe or other object.	63.5 (254)	33.5 (134)	3.0 (9)	2.37	0.54
viii. Mother had permission to corporal punishment.	98.0 (392)	0 (0)	2.0 (8)	1.98	0.14
ix. Guardian had permission to corporal punishment.	20.2 (81)	0 (0)	79.8 (319)	1.20	0.40
x. Uncle had permission to corporal punishment.	82.2 (329)	17.8 (71)	0 (0)	2.18	0.38
xi. Neighbour had permission to corporal punishment.	82.2 (329)	17.8 (71)	0 (0)	2.18	0.38
xii. Teacher had permission to corporal punishment.	66.0 (264)	34.0 (136)	0 (0)	1.66	0.47
xiii. Baby sister had permission to corporal punishment.	98.2 (393)	0 (0)	1.8 (7)	1.98	0.13

R: Rarely S: Sometime F: Frequently

Table 4.1.6 shows the distribution of the respondents by the type of punishment given to the children. The first statement in the table reveals that almost all (99.2 percent) parents frequently spanked their children. The data in table also indicates that half (50 percent) the respondents frequently slapped in the face of their children frequently while other slapped sometime.

The current table also shows that 82.2 percent of the respondents said that parents talk friendly with my sisters and brothers frequently while 17.8 said that this process is rarely. The data in table reveals that 65.8 percent of the respondents rarely kicked their children during punishment while 33 percent kicked sometime.

The current table also shows that 45.8 percent of the respondent beat their child rarely, 32.8 percent beat frequently and 21.5 percent beat sometime.

Further, the data in table reveals that 63.5 percent of the respondents hit their children with shoe or other object rarely, while 33.5 percent beat sometime and remaining (3.0) frequently punish with shoe or other object.

Table unfolds that almost all (98 percent) mother rarely had permission to corporal punishment to their children. The data under discussion shows that 79.8 percent guardian frequently had permission to corporal punishment while uncle (82.2) percent, neighbour (82.2) percent teachers (66) percent and baby sisters (98.2) percent rarely had permission to corporal punishment to the children.

Table 4.1.7: Distribution of the respondents by their experience of punishment

Statement	L (1)	M (2)	H (3)	Mean	S.D
i. Experience psychological punishment from parents.	28.8 (115)	35.2 (141)	36.0 (144)	2.07	0.80
ii. Experience physical punishment from parents.	59.8 (239)	0 (0)	40.2 (161)	2.40	0.49
<i>L: Low M: Moderate H: High</i>					

Table 4.1.7 under discussion also unfolds the opinion of the respondents regarding the experience of psychological and physical of punishment. The data in table reveals that 36.8 percent children had high, 35.2 percent moderate while 28.8 percent had low psychological experience of punishment from parents respectively. Moreover, the data explains that 40.2 percent had high and 59.8 percent parents had low experience of physical punishment.

4.2 Bivariate Analysis

Bivariate method is different from univariate method of analyzing the data. In this statistical technique, researchers can explore the relationship or association between two variables of interest. It also allows the researcher to measure the strength of relationship between two variables and test hypotheses of the study. The Bivariate tables are as under:

Bivariate analysis

1. There is an association between education of the parents and corporal punishment on their children.

H₀: There is no association between education of the parents and corporal punishment on their children.

H₁: There is an association between education of the parents and corporal punishment on their children.

Level of significance: 0.05

Test statistics: $\chi^2 \text{ test } \chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$

Chi-Square Tests

	Value	D.f	P-Value
Pearson Chi-Square	293.116 ^a	1	.000

Decision:

Reject H_0 , if the computed value is $\chi^2 \geq \chi_{\alpha, (r-1)(c-1)}^2$ or if its p- value is less than the level of significance otherwise accept H_0 .

Interpretation:

To find out the association between education of the parents and corporal punishment on their children chi square test has been applied. Chi square value =293.116 with P-Value =.000 which is less than level of significance $\alpha =0.05$ so, the researcher rejected null hypothesis i.e. there is no association between education of the parents and corporal punishment on their children and accepted alternative hypothesis which determines that there is an association between education of the parents and corporal punishment on their children. Hypothesis of the study is accepted and significant association between education of the parents and corporal punishment on their children was found in the study area. Significant association indicates that the respondents who are well educated were less involved in corporal punishment of the child as compared to the less educated parents.

3. There is an association between parent’s corporal punishment and development of violent behaviour in their children

H₀: There is no association between parent’s corporal punishment and development of violent behaviour in their children

H₁: There is an association between parent’s corporal punishment and development of violent behaviour in their children

Level of significance: 0.05

Test statistics: χ^2 test $\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$

Value	D.f	P-Value
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Pearson Chi-Square	11.202 ^a	3	.001
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Chi-Square Tests

Decision:

Reject H_0 , if the computed value is $\chi^2 \geq \chi_{\alpha, (r-1)(c-1)}^2$ or if its p- value is less than the level of significance otherwise accept H_0 .

Interpretation:

To find out the association between parent's corporal punishment and development of violent behaviour in their children, Chi square test has been applied. Chi square value =11.202 with P-Value =.001 which is less than level of significance $\alpha=0.05$ so, the researcher rejected null hypothesis i.e. there is no association between parent's corporal punishment and development of violent behaviour in their children and accepted alternative hypothesis which determines that there is an association between parent's corporal punishment and development of violent behaviour in their children. Hypothesis of the study is accepted and significant association between parent's corporal punishment and development of violent behaviour in their children was found in the study area. Significant association indicates that the parent's corporal punishment leads to the development of violent behaviour in their children

3. There is an association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children.

H_0 : There is no association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children.

H_1 : There is an association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children.

Level of significance: 0.05

Test statistics: χ^2 test $\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$

Chi-Square Tests

	Value	D.f	P-Value
Pearson Chi-Square	281.315 ^a	3	.000

Decision:

Reject H_0 , if the computed value is $\chi^2 \geq \chi^2_{\alpha, (r-1)(c-1)}$ or if its p- value is less than the level of significance otherwise accept H_0 .

Interpretation:

To find out the association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children, Chi square test has been applied. Chi square value =293.116 with P-Value =.000 which is less than level of significance $\alpha=0.05$ so researcher rejected null hypothesis i.e. there is no association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children and accepted alternative hypothesis which determines that there is an association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children. Hypothesis of the study is accepted and significant association between corporal punishment received by the parents in their childhood and their level of corporal punishment on their children was found in the study area. Significant association indicates that corporal punishments received by the parents in their childhood leads them to punish their children.

CHAPTER FIVE

SUMMARY, MAJOR FINDINGS, CONCLUSION AND SUGGESTIONS

5.1. Summary

Parenting practices play important role in the socialization of the and also promote a stable society. There are several example regarding those societies who promote positive parenting in the society by providing the education on child rearing to the parents and results are very positive in that sense the new generation is very competent in the field of positive social activities and in the field of education .But country like Pakistan is the victim of the negative parenting practices and children become the victim of the corporal punishment from the parents as well as other family members specially in the local communities where mostly population is uneducated. The objective of the research was to recognize the public awareness concerning the negative parenting practices and to explore the negative effects on the child grooming, personality and behaviour building. Present study examined the effects of parental use of corporal punishment on behaviour of their children in District Layyah. There were 10 villages (from two tehsils) randomly selected in current study to explore various factors of the corporal punishment. The data was collected from 4 villages of Tehsil Karore and 6 villages of Tehsil Layyah. There were 400 households selected through proportionate simple random sampling The data was analyzed through statistical package for social sciences (SPSS) and other statistical techniques (mean, standard deviation, minimum and maximum values) were used to illustrate conclusion. The major findings of the study are as follows:

5.2 Major findings

After analysis of the required information collected from the respondents and its processing, the current study came up with the following major findings.

- Data collected on age during field survey, shows that majority of the respondents (50.8 percent) were up to the age group of 13 to 14 years old at the time of interview whereas 19.8 percent of the respondents were up to 11-12 years of age.
- The findings depicts that 43.7 percent were living in joint family system. As most of the rural families have joint family system to fulfil their needs with their limited resources and to support their parents and relatives
- The collected data shows that 55 percent respondents belong to the unskilled labour which shows lack of education. These (people) have no skills and they were engaged in unskilled labour on daily wages.
- Income is necessary for the survival of any person and also to meet the expenditure. Every responsible person earns income directly or indirectly. The members of the household also earn income from different sources and occupations. The findings reveal that half (50) percent of the respondents had their income up to Rs.15, 000.
- The result reveals that 45.7 percent of the respondents gave physical punishment to their children, while 34.5 percent of the respondents gave verbal punishment and remaining (19.8 percent) respondents gave both type of punishment to their children.
- The 56.8 percent children have rarely experience punishment from parents while 43.2 percent children often experience punishment from parents. The 67 percent's of the fathers punish their children while only 33 percent mothers punish their children. The findings regarding the punishment been given by the parents to the children shows that 80.2

percent of the respondents were agreed when they were asked that parents punish their children while 19 percent respondents disagreed with the statement. The data reveals that high percentage (82.2 percent) of the respondents were agreed with the opinion that parents spank their children when they are wrong while remaining (17.8 percent) of the respondents were disagreed.

- The findings about the respondent's opinion that educated parents give less corporal punishment show that majority (82.2 percent) of the respondents agreed while 17.8 percent of the respondents were disagreed with the statement.
- The finding of respondent's opinion regarding fighting with sibling as cause of corporal punishment reveals that almost all (99 percent) of the respondents disagreed with the statement.
- From the analysis it was find out that 50.5 percent of the respondents disagreed that parents ignore child when they do something wrong. Furthermore, the data also expressed that majority of the respondents (81.25 percent) were agreed that parents need corporal punishment to discipline children while remaining were neutral about this statement.
- The finding regarding respondent's opinion that corporal punishment works well than the other disciplinary method reveals that only 51.8 percent of the respondent's agreed while 48.2 percent disagree that corporal punishment work well than other disciplinary method.
- The findings show that high majority (94.5 percent) of the respondents were agreed that parents approved the way children spend weekend.
- The results regarding children's opinion about their parents as their best friend show 81.2 percent of the respondents as agreed while 18.8 percent as disagreed.
- The results related with the distribution of the respondents by their punishment to the children, almost all (99.2 percent) parents spanked their children.

- The data regarding the punishment been given by the parents reveals that 65.8 percent of the respondents were rarely kicked during punishment. The other relevant findings also show that 45.8 percent respondent were rarely beaten.
- The results exposed that 63.5 percent respondents punish their children with shoe or other object rarely while 33.5 percent beat some time and remaining frequently punish with shoe or other object.
- The findings about the opinion of respondents regarding the experience of psychological and physical punishment about their children. The result express that 36.8 percent children had high, 35.2 percent moderate while 28.8 percent had low psychological experience of punishment by their parents.

5.3 Conclusion

The present research was conducted to examine the effects of parental use of corporal punishment on behaviour of their children, in District Layyah. It was conducted to explore a variety of negative parenting practices that affect the behaviour and the educational record of the child during the process of child rearing and socialization up to sensible age of fifteen. Usually, it looks that uneducated parents have less knowledge and information on child rearing and socialization process that's why they use the corporal punishment on their child and the behaviour of their child is more criminal as compare to those children who are socialized by the educated parents. So, it is seen that positive parenting practices are more effective than the negative parenting practices.

5.4 Suggestions

- ◆ The awareness program is needed to be launched to create better awareness about the positive parenting practices instead of the negative parenting especially in local areas.
- ◆ Educated parents who adopt the positive method of child rearing process should share their success stories in front of the uneducated parents.
- ◆ The religious leaders should motivate the local communities about positive parenting practices
- ◆ The local administration should develop counselling system in which they convince the parents of the local communities on the positive parenting practices and provide some training on the child rearing techniques.

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not as per
APA style

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APPENDIX
QUESTIONNAIRE

EFFECTS OF PARENTAL USE OF CORPORAL PUNISHMENT ON BEHAVIOUR OF THEIR CHILDREN

A. DEMOGRAPHIC INFORMATION

1. What is the age of responded in completed years? _____

2. Gender of the responded?(i) Male (ii) Female

3. What is your educational attainment in completed years?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
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4. What is your father occupational/professional category?

(i)Farmer(ii)Skilled labor (iii)Un skilled labor(iv) Government employee(v) Self-employed(vi) Small business owner(vii) Large business owner(viii) Unemployed(ix) Any other (please specify) _____

5. What is your average family income per month? _____

6. Which type of School system in which you are enrolled?

(i)Private (ii) Public (iii) Semi Government (iv) Any other (please Specify) _____

7. What is the type of family you are living in?(i) Nuclear (ii)Joint(iii)Extended (iv) all

8. What is the total number of children in your family?(i) Male_____ (ii) female_____

9. Who is heading your family?(i)Mother(ii)Father(iii)Alderson(iv)Any other(please Specify)_____

10. What types of corporal punisbment is faced by child in your family?

(i)Physical (ii) Verbal (ii) both (iv) Any other please specify_____

11. Do you think parents in your area give punishment to their children? (i) Yes (ii) No

12. How often did you experience such type of punisbment from your parents?

(i) Often (ii) Rare (iii) Never (iv) Any other please specify_____

13. Which Parent mostly punish you? (i) Mother (ii) Father (iii) Grandfather (iv) Brother

B. TYPES AND LEVEL OF CORPORAL PUNISHMENT (PARENTAL PRACTICES)

14. Now I would like to ask question about types and the level of the corporal punishment. Would you please tell me how strongly do you agree or disagree with the following statements?

Strongly disagree=1		Disagree=2		Neutral=3		Agree=4		Strongly agree=5	
i	Parents in your society have punish to their children	1	2	3	4	5			
ii	Children in family often face harsh behavior of their parents	1	2	3	4	5			
iii	The punishment which parents give is depend on their mood	1	2	3	4	5			
iv	The parents spank their children with hand when they have done something wrong	1	2	3	4	5			
v	Corporal punishment is an effective method of discipline a child	1	2	3	4	5			
vi	Parents use time out (makes their children sit or stand in a corner) as a punishment	1	2	3	4	5			
vii	Your parents give you extra chores as punishment	1	2	3	4	5			

15. Now I would like to ask question about type of corporal punishment you were experience at Your home by parents. How would you choose the following option?

Method of Punishment	Never	Rarely	Some time	Frequently
Spanked (hand on buttocks)				
Slapped in the face				
Slapped on the back of the head				
Kicking				
Beating				
Hit with a shoe or other object				
Whipping				

16. Now I would like to know that within a family who had permission to use corporal Punishment to discipline children. How would you chose the following option?

	Often	Rare	Never
Mother			
Father			
Guardian			
Brother or Sister			
Grandparent			
Aunt or Uncle			

	involve physical pain					
Vi	The way parents/guardians punished children effect behavior of their child later in life	1	2	3	4	5

20. Effects of corporal punishment on children academic performance

Now I would like to ask question about effects of corporal punishment on children academic performance. Would you please tell me how strongly do you agree or disagree with the following statements?

I	Parental corporal punishment on children may lead to better academic performance	1	2	3	4	5
---	--	---	---	---	---	---

E. PARENTAL ACCEPTANCE (POSITIVETIVE BEHAVIOR)

21. Now I would like to ask question about parent's attitude toward their children. Would you please tell me how strongly do you agree or disagree with the following statements?

Strongly disagree=1	Disagree=2	Neutral=3	Agree=4	Strongly agree=5		
I	They approve the way children spend their free time	1	2	3	4	5
Ii	They approve children friends selection	1	2	3	4	5
Iii	My parents want me to be like their friend's children	1	2	3	4	5
Iv	They trust me to be responsible	1	2	3	4	5
V	They let me make my own decisions	1	2	3	4	5
Vi	They approve of the way I spend my weekend	1	2	3	4	5
Vii	They like my choice in clothing	1	2	3	4	5
Vii i	My parents are my best friends	1	2	3	4	5
Ix	They helps me in my home work	1	2	3	4	5
X	Parents hug or kiss children when they have done something well	1	2	3	4	5
Xi	My sister , brother has friendly talk with parents	1	2	3	4	5

22. Please give some suggestions to reduce parental corporal punishment in your area?

1. _____