16TH VIRTUAL GLOBAL HEALTH HUB MEETING

The Virtual Global Health Hub is a quarterly online networking event that brings together health care professionals and students to discuss global health and health care issues in the spirit of diversity, equity, and inclusivity.

GLOBAL PERSPECTIVES ON CORPORAL PUNISHMENT OF CHILDREN

EDITORS

Rabiye GÜNEY- Semiha AKIN EROGLU

İstanbul-2025

PROCEEDINGS BOOK

Copyright © 2025

ALL RIGHTS RESERVED. Any unauthorized reprint or use of this material is prohibited. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without express written permission from the editors and authors. Scientific, intellectual, and literary responsibility of the published chapters belongs to the authors. ISBN: 978-625-00-2916-9, İstanbul-TÜRKİYE

AUTHORS

Zehra Acar, Türkiye

Zeynep Akdemir, Türkiye

Bengisu Akoğlu, Türkiye

Marco Antonio Alemán, Mexico

Hamza Aydemir, Türkiye

Carissa Juliana R. Balaria, Philippines

M. Danet Lapiz Bluhm, USA

Cristian David Cifuentes, Colombia

Elif Dönmez, Türkiye

Cynthia U. Edwin, Turkish Republic of Northern Cyprus

Semiha Akin Eroglu, Türkiye

Tulashi R. Gautam, USA

Luciana Schleder Gonçalves, Brazil

Ruth B. Grubesic, USA

Daniel Arturo Guerrero, Colombia

Rabiye Güney, Türkiye

Mohamed Osman Abdi Idris, Somalia

Derya Kılınç, Türkiye

Sema Kuğuoğlu, Türkiye

Yeliz Doğan Merih, Türkiye

Carlos Alberto Montoya-Marín, Colombia

Sonia Carreño Moreno, Colombia

Perla Orozco Naranjo, Mexico

Candan Öztürk, Turkish Republic of Northern Cyprus

Mildred Damaris Pacheco, Mexico

Sonia Cárdenas Rubiano, Colombia

Lorena Sánchez Rubio, Colombia

Karen Walker Schwab, USA

Ayşegül Şimşek, Türkiye

Sugawara Takanari, Japan

Gamze Temiz, Türkiye

Sıtkı Tıplamaz, Türkiye

Juan Fernando Ovalle Velázquez, Mexico

Juana Mercedes Gutiérrez Valverde, Mexico

Patcharee Woragidpoonpol, Thailand

CONTENT

Authors II
Content III
Corporal Punishment Among Children: A Significant Global Issue 2
Nursing Approach to Corporal Punishment in Pediatric Clinics 6
Psychosocial Care of Child Victims of Corporal Punishment 13
Preventing Strategies for Corporal Punishment of Children 20
Corporal Punishment of Children in Thailand: Balancing Tradition, Legal Progress, and Modern Child Discipline Practices 26
Corporal Punishment of Children in Nepal 34
Corporal Punishment of Children in Brazil 38
Corporal Punishment of Children in the United States of America 44
The Views and Perceptions of Parents About Corporal Punishment: A Systematic Review 49
Frequency, Multifaceted Health Effects and Recommendations for Corporal Punishment in Children: A Systematic Review 60
Effects of Corporal Punishment on Children With Obesity 78
Consequences on Eating Habits Experienced by Children Who Suffer Corporal Punishment 82
Digital Parenting in Preventing Screen Violence in Children 87
Poster Presentations 100
Impact of Corporal Punishment on Child Development: A Neurodevelopmental Perspective 100
The Importance of Social Work Interventions in Child Physical Abuse 105
Corporal Punishment of Children: Current Status Based on the Forensic Evidence 111
Corporal Punishment of Children in Japan 112
Understanding the Lived Experiences of Children Who Have Experienced Corporal Punishment in the Philippines 113
Corporal Punishment at Secondary Schools in Mogadishu-Somalia 114
Reflections for Urgent Action on Behalf of Children, Colombia 115
A Generational Perception of Discipline in Nigeria 117
Meeting Flyer 120
Meeting Program 121
Committees 125
Scientific Comittee 126
Pictures from the Meeting 127

CHAPTER 1: GLOBAL PERSPECTIVES

CORPORAL PUNISHMENT AMONG CHILDREN: A SIGNIFICANT GLOBAL ISSUE

Prof. M. Danet Lapiz Bluhm, PhD, RN, MSCI, FAAN, ANEF

University of Texas Health Science Center at San Antonio, Director of International Programs, San Antonio-Texas-USA, e-mail: lapiz@uthscsa.edu

Welcome to the 16th Virtual Global Health Hub themed, "Global Perspectives on Corporal Punishment of Children: Issues and Recommendations," hosted by our partners at Sağlık Bilimleri Üniversitesi (University of Health Sciences), Türkiye. As the Director of International Programs at the University of Texas Health Science Center at San Antonio (UT Health SA) and the founder of the Virtual Global Health Hub, it is my distinct honor to provide a foreword for the Proceedings of the 16th Virtual Global health Hub.

The Virtual Global Health Hub was incepted in 2020 during the COVID-19 pandemic. Then, our interactions were limited due to isolation protocols. Even more limited were international travel; countries were closing their doors to help stave off potential transmissions and infections. Hence, there were limited social interactions when there was a global need for the exchange of knowledge and strategies to cope with emergent issues related to the pandemic. Realizing this need, I met with representatives of the international partners of the School of Nursing which included Asahi University (Japan), Chiang Mai University (Thailand), Jeju National University (South Korea), The University of Health Sciences (Türkiye). I pitched to them the idea of a Virtual Global Health Hub, which would be a networking platform to discuss emergent issues of global significance, which at that time was related to the COVID-19 pandemic.

The first Hub themed, "COVID-19 Pandemic: Lessons Learned," was successful. Dr. Cindy Sickora, Vice Dean for Practice and Engagement, School of Nursing, UT Health San Antonio, shared how our nursing school led endeavors for mass vaccination and other strategies to reduce transmission. According to records, more than 50 participants registered; they were from Asahi University (Japan), Chiang Mai University (Thailand), Jeju National University (South Korea), Konyang University (South Korea), University of Health Sciences (Türkiye), Universidad Manuela Beltran (Colombia), Universidad de los Llanos (Colombia) and the UT Health San Antonio (US). Feedback was requested after the event. Representatives of partner institutions

were enthusiastic about continuing the Hub every quarter to address issues related to the pandemic and other emergent global issues. Fast forward four years later, we held the the16th Virtual Global Health Hub on September 20, 2024.

Our partners at the University of Health Sciences led the planning of this Hub, with Dr. Rabiye Güney at the helm who has been one of the founding partners of the Hub. A group of mostly pediatric nurses, they chose the topic on corporal punishment among children. The United Nations Committee on the Rights of the Child (1989) defines corporal or physical punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Over the past two decades, there has been an international shift in perspectives concerning the physical punishment of children. There has been increasing evidence between physical punishment and negative developmental outcomes (Burani et al., 2022). The Convention on the Rights of the Child had just been adopted by the General Assembly of the United Nations; however, only four countries had prohibited physical punishment in all settings. It is not known how countries address corporal punishment.

The World Health Organization (2021) provides global perspectives on corporal punishment, as highlighted below:

- Corporal or physical punishment is highly prevalent globally, both in homes and schools. Around 60% of children aged 2–14 years regularly suffer physical punishment by their parents or other caregivers. In some countries, almost all students report being physically punished by school staff. The risk of being physically punished is similar for boys and girls, and for children from wealthy and poor households.
- Evidence shows corporal punishment increases children's behavioral problems over time and has no positive outcomes.
- All corporal punishment, however mild or light, carries an inbuilt risk of escalation. Studies suggest that parents who used corporal punishment are at heightened risk of perpetrating severe maltreatment.

- Corporal punishment is linked to a range of negative outcomes for children across countries and cultures, including physical and mental ill-health, impaired cognitive and socio-emotional development, poor educational outcomes, increased aggression, and perpetration of violence.
- Corporal punishment is a violation of children's rights to respect for physical integrity and human dignity, health, development, education, and freedom from torture and other cruel, inhuman, or degrading treatment or punishment.
- Corporal punishment and the associated harms are preventable through multisectoral and multifaceted approaches, including law reform, changing harmful norms around child rearing and punishment, parent and caregiver support, and school-based programming.

There is limited information about the perspectives of different counties regarding corporal punishment. Through this Hub, the participants will be able to learn perspectives from different countries on corporal punishment and related recommendations. The desired learning outcome is for the participants at the end of the Virtual Global Health Hub to:

- Describe issues related to corporal punishment in various countries.
- Describe evidence-based strategies implemented and their results.
- Outline recommendations to address corporal punishment.

This Proceedings book documents the information shared from our international partner institutions from Brazil, Colombia, Japan, México, Nepal, Philippines, Republic of Northern Cyprus, Somalia, Thailand, United States of America, and Türkiye. I certainly invite you to read and learn how different countries have addressed corporal punishment among children. Learn more about diverse strategies and nursing recommendations to reduce corporal punishment and mitigate its impact on our children! More importantly, I challenge you to disseminate and implement them!

REFERENCES

Burani, K., Brush, C.J., Spahr, C., Slavich, G., Meyer, A., Hajcak, G. (2022). Corporal Punishment Is Uniquely Associated With a Greater Neural Response to Errors and Blunted Neural Response to Rewards in Adolescence. Biological Psychiatry: Cognitive Neuroscience and Neuroimaging. DOI: 10.1016/j.bpsc.2022.09.004

Krug, E. (2024). It is time to end corporal punishment everywhere and keep our 2030 promise to children. World Health Organization. https://www.who.int/news-room/commentaries/detail/it-is-time-to-end-corporal-punishment-everywhere-and-keep-our-2030-promise-to-children

United Nations (1989). Conventions on the right of the child. https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/CRC_1989.pdf

World Health Organization (2021). Corporal punishment and health. https://www.who.int/news-room/fact-sheets/detail/corporal-punishment-and-health

NURSING APPROACH TO CORPORAL PUNISHMENT IN PEDIATRIC CLINICS

Prof. Sema Kuğuoğlu[1], PhD, MSN, RN

[1]Medipol University, Department of Pediatric Nursing, İstanbul-Türkiye, e-mail: skuguoglu@gmail.com

Asst. Prof. Rabiye Güney[2], PhD, MSN, RN

[2]University of Health Sciences, Hamidiye Faculty of Nursing, Department of Pediatric Nursing, İstanbul-Türkiye, e-mail: rabiye.guney@sbu.edu.tr

ABSTRACT

Pediatric nurses, who spend almost all their working hours with children and their parents, are likely to encounter corporal punishment cases in clinics. Sometimes parents may want counseling by asking nurses' perspectives on corporal punishment. For nurses to take an initiative or suggest about corporal punishment, their attitude on this issue must be clear and they must not have any question marks in their minds. Because it is a known fact that even health professionals can have a positive view on corporal punishment and consider some level of physical violence necessary for disciplining children. One reason for this attitude is that pediatric nurses do not have sufficient knowledge and experience on positive discipline practices. The fact that the nursing curriculum is full of physical problems of patients makes it difficult to address psychosocial issues. As a result, sometimes frequently encountered problems in daily nursing practice can be overlooked. In such cases, if nurses have not received any in-service training, they resort to their own personal values and experiences in solving problems. Corporal punishment may be one of these issues. Corporal punishment in children refers to a broad concept that ranges from beating and pinching to physical abuse. Today, all kinds of violence against children, whether light or severe level, are considered a violation of children's rights, but when we look at the practice, violence is considered reasonable in some cases or in some places and in some amounts. For example, while some countries do not tolerate violence at home, some countries have accepted beatings in schools as a necessity of education. In some countries, there is no prohibition on the use of violence against children, which is prohibited to be applied to adults. Therefore, there is no standardization in the world in the approach to violence against children in practice. In such a case, the approach of the pediatric nurse may also be affected by the general perspective in her country, and she may experience confusion on

this issue. Therefore, first, it is of great importance for the nurse to be equipped, to be informed about scientific evidence and to be aware of the recommendations of the authorities on this subject. Pediatric nurses should be knowledgeable about the values and laws of the society they live in regarding corporal punishment. The most important task of nurses in approaching families regarding corporal punishment is to provide education and raise awareness. Education topics should include the short- and long-term negative consequences of corporal punishment and alternative positive discipline methods. The parents should be aware that corporal punishment causes anxiety, aggression, and behavioral problems. Families should be taught that corporal punishment negatively affects children's physical, emotional, and mental health. And they should be informed about the importance of time-out techniques, rewarding good behaviors, and setting clear expectations. Pediatric nurses should be a role model for families in communicating with children. Yet, they should not be judgmental in their approach to families.

Keywords: Corporal punishment, nursing, pediatric clinics.

INTRODUCTION

Corporal punishment, especially in a pediatric setting, presents a sensitive issue that requires nurses to navigate ethical, cultural, and legal boundaries. Pediatric nurses play a crucial role in addressing corporal punishment, guiding families toward healthier disciplinary practices, and protecting the well-being of children (Hornor, 2022; Lee, & Kim, 2018). Research indicates that corporal punishment may lead to increased aggression, anxiety, and behavioral problems in children (Knox, 2010; Pan et al., 2024). Nurses should provide education to parents and caregivers about the negative effects of corporal punishment on a child's physical, emotional, and mental health and emphasize positive discipline strategies that promote healthy development (Hornor et al., 2022; Koschmann et al., 2021).

Corporal punishment is accepted in some cultures as a traditional form of discipline. Nurses need to be aware of these cultural norms while advocating for safer practices. Engaging in non-judgmental conversations can help bridge cultural gaps and guide families toward better practices without alienating them (Salami et al., 2017; Wong, 2006). While corporal punishment is still legal in some places, it can sometimes escalate into child abuse (Domosh, 2021; Haslam et a., 2024). Nurses should be vigilant in identifying signs of abuse, such as frequent injuries or a child expressing fear of caregivers. It is crucial to know when to intervene, report, and seek help in cases where abuse is suspected (Lee, Kim, 2018; Domosh, 2021).

Nurses should advocate for policies that discourage corporal punishment and promote positive parenting techniques. Collaborating with healthcare providers, social workers, and educators can help drive community-wide initiatives for child protection (Khalid et al., 2024; Prime et al., 2023; Greeff, 2024). Families who rely on corporal punishment may lack support or be under significant stress. Nurses can help connect these families with resources such as parenting classes, counseling, and community support groups. This holistic approach can improve outcomes for children and parents alike (Urizar et al., 2021; Domosh, 2021, Hornor et al., 2020; Hornor, 2022).

When addressing corporal punishment, nurses must use empathy, patience, and effective communication. It is essential to listen to caregivers' concerns and offer constructive alternatives rather than condemning their actions (Hockenberry, & Wilson, 2009; Hornor, 2015). Nurses should work closely with other healthcare professionals such as pediatricians, psychologists, and social workers to address corporal punishment from a comprehensive, multidisciplinary perspective (Durojaiye et al., 2019; Hockenberry, & Wilson, 2009). This ensures that families receive well-rounded support and guidance on effective, non-violent discipline methods (Hornor et al., 2020; Karakachian et al, 2024; Prime, 2023).

Adopting a family-centered care model allows nurses to engage parents and caregivers in decision-making processes regarding their child's care and discipline. This approach fosters mutual respect and encourages families to consider non-violent alternatives to corporal punishment (Razeq et al., 2024; Hockenberry, & Wilson, 2009). Educating parents about the long-term effects of corporal punishment, such as the potential for developmental and behavioral issues, is essential. By explaining how these outcomes may hinder a child's social and emotional growth, nurses can make a compelling case for positive discipline techniques (Hockenberry, & Wilson, 2009; Hornor, 2015; Hornor et al., 2020).

Building trust with parents is crucial to creating an environment where open conversations about corporal punishment can take place. When families feel supported by their healthcare team, they are more likely to consider and adopt alternative discipline strategies (Hockenberry, & Wilson, 2009; Karakachian et al, 2024; Prime, 2023). Nurses can encourage parents to learn positive discipline by observing and learning from others who have successfully implemented non-violent discipline strategies. Offering mentorship programs or connecting families with experienced parents can provide practical, relatable examples (Gershoff, & Lee, 2020; Hockenberry, & Wilson, 2009).

Nurses should apply a trauma-informed approach when addressing corporal punishment, particularly if a child has already experienced trauma. This care model focuses on understanding, recognizing, and responding to

the effects of all types of traumas, including physical discipline, while emphasizing healing and safety (Liang et al., 2024; Davies et al., 2024). In addition to discouraging corporal punishment, nurses should offer clear, actionable alternatives that parents can implement immediately. These alternatives might include time-outs, reward systems, or consistent routines that promote positive behaviors without the need for physical punishment (Hockenberry, & Wilson, 2009; Karakachian et al, 2024; Prime, 2023).

Nurses should engage in ongoing education and professional development to stay informed about the latest research and best practices regarding corporal punishment and positive discipline (APA, 2008; Karakachian et al, 2024; Prime, 2023). This knowledge will enhance their ability to support families effectively and advocate for child well-being. Nurses can guide families toward local community resources such as parenting programs, child behavior experts, or family therapy services. These resources offer continued support outside the clinical setting and empower families to make informed choices (Gershoff, & Lee, 2020; Hockenberry, & Wilson, 2009).

Key strategies (APA, 2008; Banda et al., 2024; Gershoff, & Lee, 2020; Hockenberry, & Wilson, 2009; Hornor et al., 2020; Hornor, 2022; IAFN, 2022; Jackson et al., 2015; Karakachian et al., 2024; Urizar, 2021):

- Conduct educational sessions for parents on child development and alternative discipline methods.
- Share brochures, pamphlets, or online resources that discuss the impact of corporal punishment. Collaborate with pediatricians to address discipline issues during routine visits.
- Engage in respectful, culturally sensitive dialogue.
- Provide culturally relevant examples of positive discipline.
- Involve cultural mediators or translators when necessary.
- Regularly screen children for signs of physical harm or emotional trauma.
- Develop a strong rapport with both children and parents to encourage open communication.
- Follow institutional protocols for mandatory reporting if abuse is suspected.
- Support local or national campaigns that focus on reducing corporal punishment.
- Advocate for policies that protect children from harmful disciplinary practices.
- Educate the healthcare team on how to address corporal punishment and its alternatives.
- Refer parents to family counseling or child behavior specialists.
- Encourage participation in parenting workshops that teach positive discipline techniques.
- Offer mental health resources for parents who may be struggling with stress or anger management.
- Use open-ended questions to explore caregivers' views on discipline.

- Avoid judgmental language and instead focus on offering support and alternatives.
- Provide feedback in a compassionate and non-confrontational manner.
- Collaborate with pediatricians to address corporal punishment during well-child visits.
- Work with child psychologists to assess the mental and emotional impact of corporal punishment on the child.
- Partner with social workers to provide families with access to community resources and interventions.
- Involve families in discussions about discipline techniques during pediatric visits.
- Encourage open dialogue about the challenges parents face and offer tailored advice.
- Empower caregivers by providing resources that align with their family values and goals.
- Use evidence-based studies to highlight the long-term consequences of corporal punishment.
- Discuss how positive discipline can build a child's self-esteem, emotional regulation, and social skills.
- Provide examples of how parents can foster discipline through consistent, constructive approaches.
- Create a safe, non-judgmental space for parents to share their concerns and challenges.
- Show empathy and understanding of parents' intentions while offering guidance on positive practices.
- Be consistent in providing support, follow-up care, and resources.
- Facilitate parent support groups where families can share experiences and advice.
- Encourage parents to connect with mentors who have adopted positive discipline practices.
- Share success stories from other families to motivate change.
- Identify signs of trauma in children who have experienced corporal punishment.
- Engage in trauma-sensitive conversations with parents and children.
- Refer children and families to trauma counseling if necessary.
- Teach parents about time-out techniques and how to use them effectively.
- Suggest reward systems for good behavior that encourage positive reinforcement.
- Help families establish routines that set clear expectations for children.
- Provide families with information about local parenting workshops and support groups.
- Refer parents to specialists who can offer in-depth guidance on child behavior management.
- Establish partnerships with community organizations that promote child welfare and positive discipline.

CONCLUSION

Nurses have a significant role to handle corporal punishment cases during their clinical practice. Effective education methods should be included in family education and tools such as posters, brochures, or mobile applications should be utilized. In addition, nurses should know what to do and how to report physical abuse when they encounter it and should take part in regular abuse screenings. They should play a role in policy development, advocating for the child, and directing children and families to support groups and community programs. A child and family-centered approach should be adopted, and a trusting relationship should be established with the family. Collaboration should be established with pediatricians, psychologists, social workers, and other relevant professionals at every stage.

REFERENCES

American Psychological Association (APA). (2008). *Corporal Punishment.* https://www.apa.org/about/policy/corporal-punishment

Banda, L. C., Carlson, J., Diaz, A., Akin, B. A., Davis, L., Rose, J., & Yellowhammer, T. (2024). Barriers to services at the intersection of child maltreatment and domestic violence: a multi-perspective analysis of parents with lived experience and professionals. *Journal of Family Violence*, 39(3), 509-521.

Davies, J. A. (2024). Supporting children's nurses to deliver trauma-informed care. *Nursing Children and Young People*, 36(5).

Domosh R. A. (2021). Child Maltreatment in Medically Fragile Children. *Journal of Pediatric Nursing*, 57, 106-110. https://doi.org/10.1016/j.pedn.2020.12.006

Durojaiye, A. B., Levin, S., Toerper, M., Kharrazi, H., Lehmann, H. P., & Gurses, A. P. (2019). Evaluation of multidisciplinary collaboration in pediatric trauma care using EHR data. *Journal of the American Medical Informatics Association*, 26(6), 506-515.

Gershoff, E. T., & Lee, S. J. (2020). *Ending the physical punishment of children: A guide for clinicians and practitioners*. American Psychological Association.

Greeff, L.-A. (2024) Children's rights violations: Parental corporal punishment under the microscope. *Australian Journal of Social Issues*, 59, 605-619. Available from: https://doi.org/10.1002/ajs4.282

Haslam, D. M., Malacova, E., Higgins, D., Meinck, F., Mathews, B., Thomas, H., ... & Lawrence, D. (2024). The prevalence of corporal punishment in Australia: Findings from a nationally representative survey. *Australian Journal of Social Issues*, 59(3), 580-604.

Hockenberry, M.J., & Wilson D. (Eds.). (2009). *Essentials of Pediatric Nursing.* Mosby Inc. affiliate of Elseiver Inc.

Hornor, G., Bretl, D., Chapman, E., Chiocca, E., Donnell, C., Doughty, K., ... & Quinones, S. G. (2015). Corporal punishment: Evaluation of an intervention by PNPs. *Journal of Pediatric Health Care*, 29(6), 526-535.

Hornor, G., Quinones, S. G., Boudreaux, D., Bretl, D., Chapman, E., Chiocca, E. M., Donnell, C., Herendeen, P., Kahn, D., Loyke, J., Morris, K. A., Mulvaney, B., Perks, D. H., Terreros, A., & VanGraafeiland, B. (2020). Building a Safe and Healthy America: Eliminating Corporal Punishment via Positive Parenting. *Journal of Pediatric Health Care: Official Publication of National Association of Pediatric Nurse Associates & Practitioners*, 34(2), 136-144. https://doi.org/10.1016/j.pedhc.2019.09.008

Hornor G. (2022). Child maltreatment prevention: essentials for the pediatric nurse practitioner. *Journal of Pediatric Health Care: Official Publication of National Association of Pediatric Nurse Associates & Practitioners*, 36(2), 193-201.

International Association of Forensic Nurses (IAFN), (2022). *Corporal Punishment Position Statement.* https://www.forensicnurses.org/wp-content/uploads/2023/04/Corporal-Punishment-for-Web.pdf

Jackson, A. M., Kissoon, N., & Greene, C. (2015). Aspects of abuse: recognizing and responding to child maltreatment. *Current Problems in Pediatric and Adolescent Health Care*, 45(3), 58–70. https://doi.org/10.1016/j.cppeds.2015.02.001

Karakachian, A., Colbert, A., Zoucha, R., & Goldman, G. S. (2024). "Did I do the right thing?" Nurses' experiences of caring for victims of child maltreatment: A qualitative study. *Journal of Pediatric Nursing*, 76, 45-51. https://doi.org/10.1016/j.pedn.2024.02.002

Khalid, A., Morawska, A., & Turner, K. M. (2024). Caregivers' perspectives on the impact of the Group Triple P-Positive Parenting Program in Pakistani orphanages. *Child & Family Social Work*, 29(1), 78-89.

Knox M. (2010). On hitting children: a review of corporal punishment in the United States. *Journal of Pediatric Health Care: Official Publication of National Association of Pediatric Nurse Associates & Practitioners,* 24(2), 103–107. https://doi.org/10.1016/j.pedhc.2009.03.001

Koschmann, K. S., Peden-McAlpine, C. J., Chesney, M., Mason, S. M., & Hooke, M. C. (2021). Urban, Low-Income, African American Parents' Experiences and Expectations of Well-Child Care. *Journal of Pediatric Nursing*, 60, 24–30. https://doi.org/10.1016/j.pedn.2021.01.022

Lee, H. M., & Kim, J. S. (2018). Predictors of Intention of Reporting Child Abuse among Emergency Nurses. *Journal of Pediatric Nursing*, 38, e47–e52. https://doi.org/10.1016/j.pedn.2017.10.007

Liang, J. S., Lin, H. Y., Chen, Y. J., Lai, F. C., Liu, H. M., Yang, C. Y., ... & Chen, C. W. (2024). Nurses' perspectives on child-friendly care needs in emergency departments: A qualitative study. *International Emergency Nursing*, 73, 101402.

Pan, Q., Chen, S., & Qu, Y. (2024). Corporal punishment and violent behavior spectrum: a meta-analytic review. *Frontiers in psychology*, 15, 1323784. https://doi.org/10.3389/fpsyg.2024.1323784

Prime, H., Andrews, K., Markwell, A., Gonzalez, A., Janus, M., Tricco, A. C., Bennett, T., & Atkinson, L. (2023). Positive Parenting and Early Childhood Cognition: A Systematic Review and Meta-Analysis of Randomized Controlled Trials. *Clinical Child and Family Psychology Review*, 26(2), 362–400. https://doi.org/10.1007/s10567-022-00423-2

Razeq, N. M. A., Arabiat, D. H., Ali, R. A., & Al-Motlaq, M. (2024). Nurses' beliefs and perceptions regarding family-centered care services in acute pediatric healthcare settings. *Journal of Pediatric Nursing*, 75, 16-22.

Salami, B., Hirani, S. A. A., Meherali, S., Amodu, O., & Chambers, T. (2017). Parenting Practices of African Immigrants in Destination Countries: A Qualitative Research Synthesis. *Journal of Pediatric Nursing*, 36, 20–30. https://doi.org/10.1016/j.pedn.2017.04.016

Urizar, G. G., Jr, Nguyen, V., Devera, J., Saquillo, A. J., Dunne, L. A., Brayboy, C., Dixon-Hamlett, A., Clanton-Higgins, V., & Manning, G. (2021). Destined for Greatness: A Family-Based Stress Management Intervention for African-American Mothers and Their Children. *Social Science & Medicine* (1982), 280, 114058. https://doi.org/10.1016/j.socscimed.2021.114058

Wong S. T. (2006). The relationship between parent emotion, parent behavior, and health status of young African American and Latino children. *Journal of Pediatric Nursing*, 21(6), 434–442. https://doi.org/10.1016/j.pedn.2006.05.002

PSYCHOSOCIAL CARE OF CHILD VICTIMS OF CORPORAL PUNISHMENT

Asst. Prof. Rabiye Güney, PhD, MSN, RN

University of Health Sciences, Hamidiye Faculty of Nursing, Department of Pediatric Nursing, İstanbul-Türkiye, e-mail: rabiye.guney@sbu.edu.tr

ABSTRACT

Corporal punishment, which can lead to physical abuse and psychosocial problems in children, is a common global problem all over the world. Although it carries many risks, most people believe that corporal punishment is necessary to discipline their children. Sometimes the law also allows corporal punishment against children. However, hitting children is seen as a human rights violation today. Because it harms the child both physically and psychosocially. There is sufficient research evidence in the literature on the negative effects of corporal punishment on child psychology. Anxiety, fear, hopelessness, guilt, mood disorders, depression, personality disorders, enuresis, substance use, delinquency, aggressive, disruptive, and antisocial behaviors in children were found to be associated with corporal punishment. Furthermore, as the severity of corporal punishment increases, the negative consequences also increase. Nurses have a unique role in recognizing physical abuse and psychosocial consequences associated with corporal punishment. An inconsistent family history accompanying physical injuries and traumas is one of the most important clues in recognizing physical abuse due to corporal punishment. Nurses have a responsibility in teaching families about discipline methods that will not jeopardize their children's biopsychosocial health, growth, and development, preventing corporal punishment, recognizing, and reporting physical abuse resulting from corporal punishment, and eliminating physical and psychosocial damage resulting from physical abuse. In corporal punishment, it is essential to first anticipate risky families and take preventive measures. However, intervention is of foremost importance especially in all kinds of psychosocial problems related to corporal punishment.

Keywords: Child, corporal punishment, psychosocial care, victims.

INTRODUCTION

Corporal punishment, which can lead to physical abuse and psychosocial problems in children, is a common global problem all over the world (Straus, 2000). Children who are spanked are more likely to be physically abused. In an international study conducted in fifty-six low- and middle-income countries, Ma et al. (2022) estimated that 7 out of 32 children who were spanked in a hypothetical sample of 100 children were physically abused. A study by Fréchette et al. (2015) found that college students who were spanked at age 10 were sixty times more likely to be physically abused at the same age. Although it carries many risks, most people believe that corporal punishment is necessary to discipline their children. In fact, in a study conducted in Spain, 56.3% of adults stated that corporal punishment was a necessity in raising children (Gracia, & Herrero, 2008). In the past, it was reported by Bauman and Friedman (1998) that even among pediatricians, there were those who considered corporal punishment necessary for disciplinary purposes.

There are proverbs such as “Beatings come from heaven”, “Roses grow where mother hits”, and “He who does not beat his daughter, beats his knee” that support the cultural approval of corporal punishment in Türkiye (Vural-Şenel, & Yaşar, 2024). When the literature in Türkiye was examined, various studies on corporal punishment in children were found. In a study conducted with 306 adolescents between the ages of 15-18, it was reported that around 17.6% (n=53) of the adolescents were beaten (Ülker Atav, & Baran, 2020). In a more recent study of 670 adolescents, 39.8% of employed adolescents and 27.7% of unemployed adolescents in high school reported being slapped. Additionally, 35.2% of employed adolescents reported being hit on the head or neck, and 47.7% reported having their ears pulled (Ulusoy, & Akcan, 2022). On the other hand, in a multicultural study, 28.6% of the Turkish undergraduate students reported experiencing low levels of physical punishment from their mothers, 44.5% moderate levels and 26.9% severe levels (Mulvaney et al., 2024). However, in the qualitative study conducted by Kurt and Yaşar (2024) with 19 mothers of children aged 5-6, it was determined that mothers mostly did not approve of corporal punishment.

Corporal punishment is defined as “a caregiver inflicting pain but not injury to modify a child’s behaviors” in the literature (Slingsby et al., 2022). However, serious physical abuse in children, such as lacerations and broken bones, is not included in the scope of corporal punishment (Ferguson (2013). Today, hitting children is seen as a human rights violation, because it harms the child (Knox, 2010). On this matter, it was mentioned that "Since it began examining States parties' reports the Committee has recommended prohibition of all corporal punishment, in the family and other settings, to more than 130 States in all continents." in the General Comment numbered CRC/C/GC/8 (United Nations Committee on the Rights of the Child, 2007). United Nations Committee on the Rights of the Child (2007) explained the corporal punishment as follows:

> The Committee defines “corporal” or “physical” punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (“smacking”, “slapping”, “spanking”) children, with the hand or with an implement - a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). (p.4)

Currently, 75 countries (or regions) have legally banned corporal punishment (Wikipedia, 2024). Target 16.2 in Sustainable Development Goals of United Nations (2015) calls all countries for “end abuse, exploitation, trafficking and all forms of violence and torture against children”. Yet, corporal punishment is a discipline method widely used all over the world. While it is illegal to hit or inflict pain on adults in some countries, this rule does not apply to children (Appleton, & Stanley, 2011; Ma et al., 2022). In a study conducted in Egypt, it was found that 76.3% of children were punished corporally, and 46.2% were punished on parts of their bodies other than their extremities or hips (Abolfotouh et al., 2009). On the other hand, in a study conducted with samples from China, Colombia, Italy, Jordan, Kenya, Philippines, Sweden, Thailand and the United States of America, 13% of girls and 14% of boys reported that they had been exposed to excessive corporal punishment in the past month (Lansford et al., 2010). Worse, UNICEF (2017) reported that, based on the data from 30 countries, 6 in 10 of 1-year-olds are regularly subjected to harsh forms of discipline.

Apparently, most parents consider it normal to punish their children physically for the purpose of disciplining them (Lindert & Levav, 2016). Hornor et al., (2020) emphasized that parents' expressions of frustration due to their child's behavioral problems can be seen as an opportunity to determine the discipline methods they use and for counseling. In some countries, the law also allows corporal punishment against children. For example, Knox (2010) noted that in the United States, it is illegal to hit women and prisoners, but it is legal to hit children, the most vulnerable members of society. This author attributes the root cause of these regulations to viewing the child as the property of the parents. On the other hand, Callender et al. (2012) reported that parents with depressive symptoms were more likely to use harsh disciplinary practices and corporal punishment. Nurses have a unique role in recognizing physical abuse and psychosocial consequences associated with corporal punishment. An inconsistent family history accompanying physical injuries and traumas is one of the most important clues in recognizing physical abuse due to corporal punishment (Hornor, 2022).

Psychosocial Effects of Corporal Punishment in Children

There is sufficient research evidence in the literature on the negative effects of corporal punishment on child psychology in addition to poor cognitive, physical, and socio-emotional outcomes (Ma et al., 2022). Anxiety, fear, hopelessness, guilt, mood disorders, depression, personality disorders, enuresis, substance use, delinquency, aggressive, disruptive, and antisocial behaviors in children were found to be associated with corporal punishment (Afifi et al., 2012; Al-Zaben, & Sehlo, 2015; Callender, 2012; Durrant & Ensom, 2012; Gershoff, 2002; Hornor et al., 2020; Knox, 2010; Reichman et al., 2001; Sege et al., 2018). Lee et al. (2013) found that in 3-year-old children spanked more than twice a month by their fathers, aggression was almost twice that of controls by the time the children reached age five. Even punishment that does not involve abuse and is based solely on spanking can lead to aggression and delinquency in children in the short and long term (Knox, 2010). Morgan et al. (2016) found that kindergarten children who were spanked were at higher risk of developing severe levels of Attention-Deficit/Hyperactivity and Conduct Disorder (ADHD-CD) symptoms by the time they reached eighth grade. Some studies have found a dose-response relationship between corporal punishment and aggression, antisocial behavior, and failure in math and reading in children. In other words, as the severity of corporal punishment increases, the negative consequences also increase (Heilmann et al., 2021).

Simons and Wurtele (2010) found that children exposed to corporal punishment were more likely to use hitting in their relationships with peers and siblings. Gershoff (2002), who conducted a meta-analysis of 88 studies, reported that adults who were subjected to corporal punishment in childhood were more likely to use violence against their spouses or children. He also determined that corporal punishment disrupts the parent-child relationship and can lead to poor mental health and increased criminality in adulthood. In contrast, according to the results of the meta-analysis conducted by Ferguson (2013), the effects of corporal punishment and spanking on cognitive performance, externalizing and internalizing problems in children were reported to be minimal. Moreover, since the studies conducted are not experimental naturally due to ethical reasons, it is difficult to make definitive comments on the cause-and-effect relationship between corporal punishment and aggression (Gershoff, 2010). Including longitudinal studies in their review, Heilmann et al. (2021) reported that physical punishment consistently predicted increased externalizing problems, even when the effect of externalizing problems in eliciting physical punishment was accounted. There is no study showing that corporal punishment makes a positive contribution to the child's development (Durrant, & Ensom, 2012).

Psychosocial Care of Children Subjected to Corporal Punishment

In corporal punishment, it is essential to first anticipate risky families and take preventive measures (Hornor et al., 2020). Particularly, investment in prevention of severe corporal punishment and physical abuse is a matter of public health (Afifi et al., 2018). Sweden became the first country in the world to ban all forms of corporal punishment, even by parents, in 1979. It also introduced social services to intervene for prohibition (Gershoff, 2002). However, changing laws alone is not enough to change behavior. Interventions such as information campaigns and involving community leaders in the process should also be used. Parents should be educated about the consequences of corporal punishment and alternative positive discipline strategies (Durrant, 2008; Smarrelli et al., 2024). Obtaining commitment from parents can prevent physical abuse due to corporal punishment at an early age (Knox, 2010).

Besides these, intervention is of great importance in all kinds of psychosocial problems related to corporal punishment. Hornor et al. (2020) recommended referring families to community support programs. They also recommended Parent-Child Interaction Therapy (PCIT), an evidence-based practice that reduces externalizing problems in children by improving parenting skills and parent-child interactions. Beauchaine et al. (2005) underlined that positive changes in parents' disciplinary behaviors (less coercive, less critical, and more effective) reduce externalizing problems in children.

Some nurses may be ambivalent about corporal punishment by parents despite its negative effects. In some cases, in some cultures or in some ethnic groups, they may consider corporal punishment quite ordinary. When counseling parents, they may not know where to draw the line between parenting and corporal punishment (Durrant, 2008). This is probably because nurses are not convinced that corporal punishment is a negative behavior or that it leads to physical abuse (Straus, 2000). Therefore, training nurses on corporal punishment is also very important.

CONCLUSION

Nurses have a key role in teaching families about discipline methods that will not jeopardize their children's biopsychosocial health, growth, and development, preventing corporal punishment, recognizing, and reporting physical abuse resulting from corporal punishment, and eliminating physical and psychosocial damage resulting from physical abuse. Pediatric nurses must be vigilant in recognizing signs of abuse in a child who is admitted to a hospital or health care facility for any reason, regardless of the primary reason for admission.

REFERENCES

Abolfotouh, M. A., El-Bourgy, M. D., Seif El Din, A. G., & Mehanna, A. A. (2009). Corporal punishment: mother's disciplinary behavior and child's psychological profile in Alexandria, Egypt. *Journal of Forensic Nursing*, 5(1), 5-17.

Afifi, T. O., Mota, N. P., Dasiewicz, P., MacMillan, H. L., & Sareen, J. (2012). Physical punishment and mental disorders: results from a nationally representative US sample. *Pediatrics*, 130(2), 184-192.

Afifi, T. O., Fortier, J., Sareen, J., & Taillieu, T. (2018). Associations of harsh physical punishment and child maltreatment in childhood with antisocial behaviors in adulthood. *JAMA Netw Open*. 2019; 2 (1).

Al-Zaben, F. N., & Sehlo, M. G. (2015). Punishment for bedwetting is associated with child depression and reduced quality of life. *Child Abuse & Neglect*, 43, 22-29. https://doi.org/10.1016/j.chiabu.2014.11.007.

Appleton, J. V., & Stanley, N. (2011). Physical abuse and corporal punishment. *Child Abuse Review*, 20(1), 1-5.

Bauman, L. J., & Friedman, S. B. (1998). Corporal punishment. *Pediatric Clinics of North America*, 45(2), 403-414.

Beauchaine, T. P., Webster-Stratton, C., & Reid, M. J. (2005). Mediators, moderators, and predictors of 1-year outcomes among children treated for early-onset conduct problems: a latent growth curve analysis. *Journal of Consulting and Clinical Psychology,* 73(3), 371.

Callender, K. A., Olson, S. L., Choe, D. E., & Sameroff, A. J. (2012). The effects of parental depressive symptoms, appraisals, and physical punishment on later child externalizing behavior. Journal of abnormal child psychology, 40, 471-483.

Durrant, J. E. (2008). Physical punishment, culture, and rights: current issues for professionals. *Journal of Developmental & Behavioral Pediatrics*, 29(1), 55-66.

Durrant, J., & Ensom, R. (2012). Physical punishment of children: lessons from 20 years of research. *CMAJ: Canadian Medical Association Journal=Journal de l'Association Medicale Canadienne*, 184(12), 1373-1377.

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

Fréchette, S., Zoratti, M., & Romano, E. (2015). What is the link between corporal punishment and child physical abuse?. *Journal of Family Violence*, 30, 135-148.

Gracia, E., & Herrero, J. (2008). Beliefs in the necessity of corporal punishment of children and public perceptions of child physical abuse as a social problem. *Child Abuse & Neglect*, 32(11), 1058-1062.

Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: a meta-analytic and theoretical review. *Psychological Bulletin*, 128(4), 539.

Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. Law and contemporary problems, 73(2), 31.

Heilmann, A., Mehay, A., Watt, R. G., Kelly, Y., Durrant, J. E., van Turnhout, J., & Gershoff, E. T. (2021). Physical punishment and child outcomes: a narrative review of prospective studies. *The Lancet*, 398(10297), 355-364.

Hornor, G., et al. (2020). Building a safe and healthy America: Eliminating corporal punishment via positive parenting. *Journal of Pediatric Health Care: Official Publication of National Association of Pediatric Nurse Associates & Practitioners,* 34(2), 136-144.

Hornor G. (2022). Child maltreatment prevention: essentials for the pediatric nurse practitioner. *Journal of Pediatric Health Care: Official Publication of National Association of Pediatric Nurse Associates & Practitioners*, 36(2), 193-201.

Knox, M. (2010). On hitting children: A review of corporal punishment in the United States. *Journal of Pediatric Health Care*, 24(2), 103-107.

Kurt, Ş. H., & Yaşar, M. (2024). Mothers' Perceptions and Experiences on Corporal Punishment within the Family Systems Approach Framework. *Journal of Child and Family Studies*, 33(3), 888-897.

Lansford, J. E., Alampay, L. P., Al-Hassan, S., Bacchini, D., Bombi, A. S., Bornstein, M. H., Chang, L., Deater-Deckard, K., Di Giunta, L., Dodge, K. A., Oburu, P., Pastorelli, C., Runyan, D. K., Skinner, A. T., Sorbring, E., Tapanya, S., Tirado, L. M., & Zelli, A. (2010). Corporal punishment of children in nine countries as a function of child gender and parent gender. *International Journal of Pediatrics*, 2010, 672780.

Lee, S. J., Taylor, C. A., Altschul, I., & Rice, J. C. (2013). Parental Spanking and Subsequent Risk for Child Aggression in Father-Involved Families of Young Children. *Children and Youth Services Review*, 35(9), 1476-1485. https://doi.org/10.1016/j.childyouth.2013.05.016

Lindert, J., & Levav, I. (Eds.). (2016). Violence and mental health. Springer Publishing. https://link.springer.com/content/pdf/10.1007/978-94-017-8999-8.pdf

Ma, J., Grogan-Kaylor, A. C., Pace, G. T., Ward, K. P., & Lee, S. J. (2022). The association between spanking and physical abuse of young children in 56 low-and middle-income countries. *Child Abuse & Neglect*, 129, 105662.

Morgan, P. L., Li, H., Cook, M., Farkas, G., Hillemeier, M. M., & Lin, Y. C. (2016). Which kindergarten children are at greatest risk for attention-deficit/hyperactivity and conduct disorder symptomatology as adolescents? *School Psychology Quarterly*, 31(1), 58.

Mulvaney, M. K., Yildirim, E. D., Aslan, A. D. Ç., Şengul, E., & Kayıkçı, C. (2024). Parental Physical Punishment Across Turkish, Turkish-speaking Cypriot, and American Family Contexts. *Adversity and Resilience Science*, 5(3), 241-256.

Reichman, N. E., Teitler, J. O., Garfinkel, I., & McLanahan, S. S. (2001). Fragile families: Sample and design. *Children and Youth Services Review*, 23(4-5), 303-326.

Sege, R. D., Siegel, B. S., ABUSE, C. O. C., Flaherty, E. G., Gavril, A. R., Idzerda, S. M., ... & Committee on Psychosocial Aspects of Child and Family Health. (2018). Effective discipline to raise healthy children. *Pediatrics*, 142(6).

Simons, D. A., & Wurtele, S. K. (2010). Relationships between parents' use of corporal punishment and their children's endorsement of spanking and hitting other children. *Child Abuse & Neglect*, 34(9), 639-646.

Slingsby, B., Moore, J., Wing, R., Garro, A., & Brown, L. (2022). Identifying barriers to trainees addressing corporal punishment and effective discipline using simulation and semistructured debriefing. *Pediatric Emergency Care*, 38(7), 312-316.

Smarrelli, G., Wu, D., & Hares, S. (2024). Legislating to Prevent Violence against Children: Corporal Punishment Bans Are Necessary but Not Enough. Center for Global Development.

Straus, M. A. (2000). Corporal punishment and primary prevention of physical abuse. *Child Abuse & Neglect*, 24(9), 1109-1114.

Ulusoy, F., & Akcan, A. (2022). Comparison of adverse childhood experiences of working and nonworking adolescents. *Journal of Child and Adolescent Psychiatric Nursing*, 35(3), 277-284.

UNICEF. (2017, November 1). Worldwide 300 million children suffer from violent methods of upbringing. Retrieved December 19, 2024, from https://www.unicef.org/kyrgyzstan/press-releases/child-suffer-violent-methods-upbringing

United Nations Committee on the Rights of the Child, (2007, March 2). General Comment No. 8 (2006), Retrieved December 19, 2024, from https://www.refworld.org/legal/general/crc/2007/en/41020

United Nations, (2015). Sustainable Development Goals (SDGs). Retrieved December 19, 2024, from https://sdgs.un.org/goals

Ülker Atav, P., & Baran, G. (2020). Analysis of bullying behavior in working and nonworking adolescents in terms of different variables. *Hacettepe University Journal of Education*. 35(1), 151-163. doi: 10.16986/HUJE.2018043535

Vural-Şenel, B., & Yaşar, M. (2024). Corporal Punishment of Young Children: Parents' Perceptions and Family Practices. *Child Care in Practice*, 1-16.

Wikipedia, (2024). Child corporal punishment laws. Retrieved December 19, 2024, from https://en.wikipedia.org/wiki/Child_corporal_punishment_laws

PREVENTING STRATEGIES FOR CORPORAL PUNISHMENT OF CHILDREN

Assoc. Prof. Elif Dönmez, PhD, MSN, RN

University of Health Sciences, Hamidiye Faculty of Nursing, İstanbul-Türkiye, e-mail: elif.donmez@sbu.edu.tr

ABSTRACT

Most children around the world are physically and psychologically punished by their parents or caregivers. In particular, the use of punishment to correct children's behavior is at the center of global debate. Punishing children has behavioral, emotional, cognitive, and physical consequences. Although physical punishment of children is still a common method of discipline worldwide, research shows that such methods of punishment have negative effects on children in both the short and long term. It is therefore important for parents and educators to find effective ways of disciplining children that do not involve physical punishment. Programs such as parent education, strategies to develop effective discipline in children, social awareness and legislation, access to support services and community support are particularly effective strategies to prevent punishment of children. The main role of nurses and other health professionals is to recognize violence, provide care and offer appropriate services to victims of violence. In this context, this review discusses individual and social strategies for health professionals and parents.

Keywords: Children, corporal punishment, preventing strategies.

INTRODUCTION

Most children worldwide (80%) are victims of beatings or other forms of corporal punishment by their parents (UNICEF, 2014). Similarly, global estimates by the World Health Organization (WHO, 2022) show that about 75% of children between the ages of 2 and 4 have been physically or psychologically punished by their parents or caregivers, and about one in five women and one in thirteen men have experienced sexual abuse in their childhood (WHO, 2022). In the United States and around the world, whether parents should hit their children

to correct bad behavior is at the center of a debate that draws on ethical, religious and human rights perspectives (Gershoff, 2013).

Hundreds of studies have been conducted on the relationship between parental use of spanking or physical punishment and children's behavioral, emotional, cognitive and physical outcomes, and spanking is one of the most studied aspects of parenting (Gershoff & Grogan-Kaylor, 2016). Although corporal punishment of children is still a common method of discipline around the world, research shows that such methods of punishment have negative effects on children in both the short and long term. Corporal punishment can lead to a range of problems in children, including aggression, low self-esteem, depression and behavioral problems (Afifi et al., 2017; Gershoff & Grogan-Kaylor, 2016). It is therefore important for parents and educators to find effective ways of disciplining children without physically punishing them. This article discusses strategies for avoiding physical punishment of children.

Parent Training Programs

One of the most effective ways to prevent corporal punishment is to train parents on discipline techniques. Parent education programs help parents understand the developmental needs of children and the development of appropriate discipline techniques. Studies have shown that parents are less likely to use physical punishment when they have knowledge about child development and behavior management.

Positive discipline techniques

Positive discipline is a non-violent method that focuses on developing the child's sense of responsibility. Unlike physical discipline, positive discipline involves teaching the child what should be done rather than what should not be done (Durrant, 2016). Parents should be taught techniques that reinforce the child's positive behavior and correct misbehavior. These training programs emphasize positive reinforcement, logical consequences and emotional regulation skills as methods that can replace corporal punishment (Sege & Siegel, 2018). Helping children manage their distressing emotions by providing emotional support, rather than leaving them alone, leads to healthier emotional regulation in children (Sege & Siegel, 2018). Children develop a sense of responsibility when they are faced with the natural consequences of their behavior. For example, a child who does not pick up his toys will not be allowed to play with them for a while, which is a logical consequence (Gershoff & Grogan-Kaylor, 2016).

Emotional Regulation and Parental Self-Management

Parents' ability to manage their own emotional state plays a key role in preventing physical punishment. Children are observers of their parents' management of stress and imitate these behaviors. Providing parents with stress management and emotional regulation skills can reduce the need for corporal punishment. The development of a healthy and positive relationship with children is one of the most effective ways of preventing discipline problems. Research shows that parents who are close to their children are less likely to experience disciplining problems (Afifi et al., 2017).

Establishing Clear Rules and Expectations

Providing the child with clear rules and expectations is one of the most important elements of discipline. Children who grow up within a clear structure have a better understanding of what behavior is acceptable and what the consequences will be if these rules are not followed. The result is a reduction in discipline problems and the avoidance of the use of physical punishment (Lansford & Dodge, 2008).

Strategies for developing effective discipline in children

Effective discipline techniques come from an understanding of normal child development. Pediatricians can help parents by providing information about child development and effective parenting strategies. Although parents often seek information and rely on pediatricians, discussions about discipline can be challenging (Sege & Siegel, 2018).

- *Anticipatory guidance*: A direct discussion advising against all forms of corporal punishment can be helpful. Where appropriate, the pediatrician can advise family members that spanking is not an appropriate or effective disciplinary strategy (Sege & Siegel, 2018).
- *Educational resources*: Pediatricians can enhance behavioral counselling by recommending or distributing parent education materials. For example, studies have shown that in-office videos can deliver messages to multicultural parents (Sege & Siegel, 2018).
- *Community resources*: Although pediatricians offer preventive guidance, many parents will want or need more help to develop strong parenting skills. Primary health centers can help families with this (Sege & Siegel, 2018).

Social Awareness and Legal Arrangements

In many countries, corporal punishment of children is legally prohibited. Numerous studies around the world show that these legal regulations increase awareness of child protection and significantly reduce the use of

corporal punishment. These laws encourage parents to adopt alternative methods of discipline and raise awareness of children's rights in society (UNICEF, 2021). Awareness campaigns for parents raise awareness of the negative effects of corporal punishment on children and encourage parents to use alternative methods (Durrant, 2016).

Access to support services and social support

Stress factors such as economic difficulties, mental health problems or social isolation can increase the risk of parents resorting to corporal punishment. Research shows that community and professional support services that help parents cope with stress can reduce corporal punishment (Afifi et al., 2017). Support services such as psychological counseling, parenting education and social services can help families develop healthier ways of disciplining their children.

Community-based programs can prevent corporal punishment of children. For example, some cultural reasons lead to punishment even in schools to discipline children. Health education to the community on this issue will prevent punishment, as will laws and regulations. Effective programs with parents, teachers and school administrators in schools will also reduce corporal punishment. Home visits by nurses should be targeted at low-income families, high-risk families, adolescent mothers, and high-risk situations (Levav et al., 1996). Studies have shown that nurse-family partnership programs, healthy family programs, home visiting programs, parent-self-esteem programs, and parent-child interaction are effective in reducing corporal punishment (Malmberg-Heimonen et al., 2024). Programs for families and their effectiveness were also examined in a systematic review by Santini et al. In the studies discussed in this report, individual psychotherapy, group psychotherapy, motivational interviewing and coaching are among the most commonly used interventions. Cognitive behavioral theory is the most commonly used theory in the programs. Relaxation techniques, self-control and anger management are among the programs used for families. Techniques for disciplining children with long-term counselling have been taught to families and found to be effective, especially for people from low socio-economic backgrounds (Santini & Williams, 2016).

CONCLUSION

Preventing corporal punishment of children is important for their healthy development. Research shows that strategies such as parent education programs, positive discipline methods and emotional regulation are effective in reducing physical punishment of children. Social awareness campaigns and legislation also

support this process. Increasing parents' knowledge and skills about discipline will enable them to guide their children in healthier ways.

To prevent violence from becoming a legitimate behavior and to reduce its cultural acceptability, the level of education in society should be raised and children should be informed about their rights and domestic violence. In order to move away from the corporal punishment approach, teachers should receive both pre-service and in-service training on child abuse and skills to identify abused children. School-family cooperation should be strengthened and students' exposure to violence should be minimized (Savaşer, 2011).

The basic role of nurses and other health professionals is to recognize violence, provide care and offer appropriate services to victims of violence. School nurses can identify students with problems by looking for wounds, bruises on the body, a decline in academic performance, changes in behavior, and help solve the problem by providing advice and guidance (Savaşer, 2011).

REFERENCES

Afifi, T. O., Ford, D., Gershoff, E. T., Merrick, M., Grogan-Kaylor, A., Ports, K. A., MacMillan, H. L., Holden, G. W., Taylor, C. A., Lee, S. J., & Peters Bennett, R. (2017). Spanking and adult mental health impairment: The case for the designation of spanking as an adverse childhood experience. *Child Abuse & Neglect*, *71*, 24-31. https://doi.org/10.1016/j.chiabu.2017.01.014

Durrant, J. E. (2016). Positive Discipline in Everyday Parenting PDEP (fourth edition), https://resourcecentre.savethechildren.net/document/positive-discipline-everyday-parenting-pdep-fourth-edition/, Accessed: 01.09.2024

Gershoff, E. T., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. Journal of family psychology: JFP: *Journal of The Division of Family Psychology of The American Psychological Association (Division 43), 30*(4), 453-469. https://doi.org/10.1037/fam0000191

Gershoff, E. T. (2013). Spanking and child development: We know enough now to stop hitting our children. *Child Development Perspectives*, *7*(3), 133-137. https://doi.org/10.1111/cdep.12038

Lansford, J. E., & Dodge, K. A. (2008). Cultural Norms for Adult Corporal Punishment of Children and Societal Rates of Endorsement and Use of Violence. *Parenting, Science and Practice*, *8*(3), 257-270. https://doi.org/10.1080/15295190802204843

Levav, I., Guerrero, R., Phebo, L., Coe, G., & Cerqueira, M. T. (1996). Reducing corporal punishment of children: a call for a regional effort. *Bulletin of the Pan American Health Organization*, *30*(1), 70-79.

Malmberg-Heimonen, I., Finne, J., Tøge, A. G., Pontoppidan, M., Dion, J., Tømmerås, T., & Pedersen, E. (2024). Interventions to reduce child maltreatment: A Systematic review with a narrative synthesis. *International Journal on Child Maltreatment: Research, Policy and Practice*, 1-17.

Santini, P. M., & Williams, L. C. (2016). Parenting programs to prevent corporal punishment: A systematic review. *Paidéia (Ribeirão Preto)*, *26*(63), 121-129.

Savaşer, S., & Mutlu, B. (2011). Fiziksel cezanın çocuk üzerine etkisi. İçinde A Gülan, MR Şirin, MC Şirin (Editörler). 1. Türkiye Çocuk Hakları Kongresi Yetişkin Bildirileri Kitabı. Cilt 2. Çocuk Vakfı Yayınları, İstanbul, pp.156-163. ISBN no: 978-975-552-087-2

Sege, R. D., & Siegel, B. S. (2018). Council on child abuse and neglect, & committee on psychosocial aspects of child and family health effective discipline to raise healthy children. *Pediatrics*, 142(6), e20183112. https://doi.org/10.1542/peds.2018-3112

UNICEF. (2014). Hidden in plain sight: A statistical analysis of violence against children. New York, NY: UNICEF.

UNICEF. (2021). The State of the World's Children 2021 on My Mind: Promoting, protecting, and caring for children's mental health. https://www.unicef.org/reports/state-worlds-children-2021 Accessed: September 1, 2024.

World Health Organization. (2022). Child maltreatment. Retrieved from: https://www.who.int/newsroom/fact-sheets/detail/child-maltreatment. Accessed: March 14, 2023.

CORPORAL PUNISHMENT OF CHILDREN IN THAILAND: BALANCING TRADITION, LEGAL PROGRESS, AND MODERN CHILD DISCIPLINE PRACTICES

Assoc. Prof. Patcharee Woragidpoonpol RN, Dip.APN, PhD

Chiang Mai University, Pediatric Department, Faculty of Nursing, Thailand

e-mail: patcharee.w@cmu.ac.th

ABSTRACT

Corporal punishment remains a deeply rooted practice in Thailand, reflecting traditional cultural norms and beliefs about discipline. Proponents argue that physical punishment is an essential tool for teaching children responsibility and preventing undesirable behavior, often citing proverbs like “If you love your child, spank them.” However, growing evidence highlights the detrimental effects of corporal punishment on child development, including increased aggression, anxiety, depression, and disrupted emotional bonds. Despite legal frameworks such as the National Education Act (1999) and the Child Protection Act (2003) prohibiting corporal punishment in schools and homes, enforcement remains inconsistent, particularly in rural and traditional communities. This article explores the cultural, legal, and societal dimensions of corporal punishment in Thailand, examining its prevalence in homes and schools. It highlights the challenges posed by cultural acceptance and legal ambiguities, such as Article 1567(2) of the Civil and Commercial Code, which permits “reasonable” punishment by parents. The persistence of corporal punishment, coupled with extreme cases reported in Thai media, underscores the need for systemic reforms. The paper advocates for a comprehensive approach to addressing corporal punishment, including legal reform, public education, and the promotion of non-violent discipline strategies. Programs like Positive Discipline in Everyday Parenting offer viable alternatives tailored to the Thai cultural context. By fostering awareness, reshaping societal beliefs, and strengthening protections for children, Thailand can transition towards a more compassionate and developmentally appropriate approach to child discipline. This shift is essential to safeguarding children’s rights and ensuring their physical and emotional well-being, ultimately creating a safer and more nurturing environment for future generations.

Keywords: Children, corporal punishment, discipline, Thailand, tradition.

INTRODUCTION

Corporal punishment has long been a controversial issue globally, defined as the use of physical force intended to cause pain but not injury, often employed as a disciplinary method to correct or control behavior (UN Committee on the Rights of the Child, 2006). The Committee on the Rights of the Child further elaborates corporal punishment as “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light” (UN Committee on the Rights of the Child, 2006). In Thailand, as in many Asian countries, historical perspectives have traditionally viewed corporal punishment as an effective method to instill discipline and maintain control (WHO, 2013).

Although legal frameworks such as the National Education Act (1999) and the Child Protection Act (2003) explicitly prohibit corporal punishment in schools and homes, enforcement remains inconsistent, particularly in rural areas where traditional norms are deeply ingrained. Cultural beliefs in Thailand strongly support the use of physical discipline, often justified through proverbs like, “If you love your cow, tie it up. If you love your children, you've gotta spank them sometimes.” These sayings reflect the societal view that physical punishment is not only acceptable but necessary for proper child-rearing. In recent years, proposals to update traditional proverbs to encourage more nurturing and non-violent parenting practices have sparked significant debate. While advocates argue for progressive approaches to parenting, critics claim that altering long-standing cultural norms risks disrupting the established foundations of Thai society. Despite legal prohibitions, reports suggest that corporal punishment remains widespread across homes, alternative care settings, and day care environments, highlighting the challenges of translating legal measures into practice, especially in communities where traditional attitudes remain dominant.

Cultural Attitudes Toward Corporal Punishment in Thailand

In Thailand, disciplinary practices often begin as early as infancy, reflecting deeply ingrained cultural beliefs about child-rearing. For instance, parents aiming to wean their children off bottle-feeding may smear bitter substances on the nipple to discourage continued sucking. Such methods, while seemingly harmless, highlight problem-solving approaches that lack a foundation in child development knowledge. These practices, passed down through generations, perpetuate methods that may unintentionally cause distress or harm to children. Surveys show that a significant portion of the Thai population still supports corporal punishment as a disciplinary measure (Plan International, 2019). Cultural norms, especially in rural regions, are a major barrier to changing public attitudes (WHO, 2018).

Non-physical forms of punishment, often rooted in emotional manipulation, are commonly used in Thailand as a means of disciplining children. Parents and caregivers frequently employ conditional love as a strategy, using phrases like "If you do this again, I won't love you anymore" to control behavior. While seemingly less harmful than physical punishment, these practices can lead to profound emotional consequences, including feelings of insecurity, low self-esteem, and long-term psychological damage. Common threats include invoking supernatural or scary figures, such as "If you misbehave, the gecko will eat your liver," or leveraging authority figures, like "If you don't listen, the doctor/nurse will give you an injection." Others may threaten abandonment, warning, "The crazy person will take you away if you don't behave." These methods, embedded in cultural traditions, unintentionally instill fear and anxiety in children, undermining trust and understanding. Many parents believe that emotional punishment fosters obedience by instilling a sense of fear or guilt, which aligns with the cultural emphasis on respect for authority.

Physical punishment remains a widely accepted disciplinary method in many Thai households, driven by the belief that physical pain ensures children remember their mistakes and refrain from repeating them. Acts such as spanking or slapping are often seen as necessary for instilling discipline and controlling behavior. The proverb, "If you love your child, spank them," illustrates the cultural belief that discipline through physical means is a form of caring guidance. This perception is rooted in the idea that pain teaches valuable life lessons. However, this approach can escalate to severe forms of punishment with devastating consequences. For example, in 2018, a woman revealed wounds on her 7-year-old son, reportedly inflicted by his stepfather as punishment. The stepfather was subsequently charged with physical assault, but the case highlights the difficulty in addressing such incidents within the home. Despite legal prohibitions, corporal punishment is deeply ingrained in Thai culture, particularly in traditional and rural areas, where it is still widely practiced as a means of maintaining authority and instilling discipline.

Corporal punishment is not confined to homes but is also reported in educational settings, despite being officially banned under the National Education Act of 1999. In some cases, disciplinary measures in schools have escalated to harmful extremes. For instance, in 2024, a teacher at a school punished 36 second-grade students by using a needle to poke their mouths, causing visible injuries. The incident reportedly began when the teacher stepped on chewing gum spat out in the classroom, and no student admitted responsibility. Another teacher was called to assist in investigating the matter and carried out the punishment, while the homeroom teacher supervised and forced the children to swear on incense sticks. While the teachers justified their actions as a form of discipline, the review shows that there is no evidence to suggest that school corporal punishment enhances or promotes children's learning in the classroom (Gershoff, 2017). The response to

these incidents often highlights systemic ambiguities. In this case, the two teachers involved were transferred to assist at the Primary Educational Service Area Office, a move that removed them from working directly with children. However, transferring teachers to administrative roles may not be sufficient to prevent or address such issues effectively. Similar incidents, such as the widely reported 2019 case of a teacher caught on camera physically disciplining students, have sparked public outrage but underscore the challenges of enforcing legal prohibitions in schools, particularly in rural and traditional areas. These cases illustrate the urgent need to address the cultural normalization of corporal punishment in both homes and schools. Without systemic change, these practices will continue to harm children physically and emotionally, undermining their well-being and security. Promoting safer, non-violent disciplinary methods through public education and stricter enforcement of laws is essential to safeguarding the rights and welfare of children in Thailand.

Legal Framework

Corporal punishment in Thailand is explicitly prohibited in schools, penal institutions, and for sentenced offenders. However, no such prohibition exists for homes, daycare centers, and alternative care settings (Wongcharee, 2020). Thailand's legal framework has made significant progress in addressing corporal punishment; however, substantial gaps remain. The National Education Act B.E. 2542 (1999) and the Child Protection Act B.E. 2546 (2003) explicitly prohibit corporal punishment in schools and homes, aiming to safeguard children from physical harm. Nevertheless, enforcement of these laws has proven inconsistent, particularly in rural and traditional communities where societal acceptance of corporal punishment remains strong. Article 1567(2) of the Civil and Commercial Code still permits parents to impose "reasonable" punishment as a disciplinary measure. This provision reflects deeply ingrained cultural norms that view physical punishment as an acceptable method of instilling discipline. According to the End Corporal Punishment Report (2023), this legal ambiguity must be resolved to ensure that no form of physical punishment is deemed acceptable. The report emphasizes the need to repeal provisions allowing corporal punishment and to enact explicit prohibitions in all settings, including homes, alternative care environments, and day care facilities.

In Thailand, corporal punishment in educational institutions has been explicitly prohibited under the Ministry of Education Regulation on Punishment of Students, B.E. 2548 (2005). Article 6, on page 19, states:

"It is forbidden to punish students in a violent manner, with malice, or out of anger or vengeance. Punishment must consider the student's age and the severity of the situation. The purpose of punishment should be to correct bad habits and behavior, enabling students to recognize their wrongdoing and reform their actions

positively. The authority to punish students is granted to school administrators or those assigned by the school or educational institution's administration." (Ministry of Education Regulation on Punishment of Students, B.E. 2548, 2005, p. 19).

This regulation highlights the emphasis on non-violent and corrective approaches in disciplining students, aiming to foster positive behavioral changes rather than perpetuating harm.

Although corporal punishment in schools has been formally banned since 2000 under the National Education Act, its enforcement remains inconsistent. The Child Protection Act (2003) extends the prohibition to all settings, yet reports continue to surface, particularly from domestic environments where traditional disciplinary methods persist. According to UNICEF Thailand (2021), corporal punishment remains culturally ingrained in many households, despite the legal protections in place. The persistence of corporal punishment, even in the face of legal bans, highlights the need for more robust enforcement mechanisms and widespread public education campaigns to shift societal attitudes. While the current legal framework provides a foundation, clearer guidelines and stricter oversight are necessary to fully protect children and promote non-violent discipline methods across all contexts. The provisions for punishment under the Child Protection Act 2003 must be amended to explicitly prohibit corporal punishment in alternative care settings, such as foster care, institutions, and emergency care. Lastly, legal reforms should extend to day care environments, ensuring that all forms of corporal punishment are banned in early childhood care settings, including nurseries, kindergartens, and after-school programs.

The Current Situation of Corporal Punishment in Thailand

A review study from the Faculty of Science and Technology in Thailand highlighted two significant findings regarding corporal punishment (Wongcharee, 2020). In the first study, involving 31,010 Thai participants, it was found that approximately 75% of children aged 1-14 had experienced some form of verbal or physical punishment. Of these children, 56% faced physical punishment, while 4% were subjected to more severe forms (National Statistic Office and UNICEF, 2016). The second study focused on undergraduate students, revealing that 81.6% of participants reported being physically punished by their parents or guardians at the age of 10. Moreover, 87.2% of the students reported having experienced physical punishment at least once in their lifetime, from birth to their current age (Watakakisol et al., 2019). These findings indicate that corporal punishment remains a widespread practice in Thailand, affecting children and young adults across various stages of their development. The National Statistic Office and UNICEF (2016) study further highlights that verbal punishment and physical discipline are widespread practices in Thailand, often seen as culturally

acceptable means of correcting behavior. The data consistently demonstrate that physical punishment continues to be a norm in many households, with severe cases still reported despite legal prohibitions. These statistics highlight the urgent need for comprehensive legal reforms, public education campaigns, and culturally sensitive initiatives to challenge the normalization of corporal punishment and promote non-violent disciplinary practices in Thai society. A review of two major studies found that a high percentage of children and young adults in Thailand have experienced physical punishment. Generational differences are evident, with older generations continuing to view corporal punishment as an effective disciplinary tool, while younger generations lean toward non-violent methods. However, these non-violent approaches are not always consistently applied, as the societal belief in the benefits of physical discipline persists. Data indicate that a large proportion of children in Thailand experience some form of corporal punishment, with a notable portion subjected to severe forms of physical discipline.

Impact on Child Development

Corporal punishment has been widely shown to have lasting negative effects on children's development, impacting their mental health, social behavior, academic performance and associated with increased aggression, anxiety, depression, and lower academic achievement (Elgar et al., 2018). Furthermore, it disrupts the attachment bond between children and their caregivers, leading to issues with trust, emotional regulation, and self-esteem. Neurological research has also found that exposure to violence, including corporal punishment, can negatively impact brain development. Specifically, regions such as the prefrontal cortex and hippocampus, which are critical for decision-making, memory, and emotional regulation, are particularly vulnerable to stress caused by physical punishment (Cuartas et al., 2021).

In Thailand, research highlights similar findings, linking corporal punishment to heightened levels of anxiety, depression, and low self-esteem in children (UNICEF Thailand, 2018). Children subjected to physical discipline are more likely to exhibit aggressive behaviors and experience social difficulties later in life. These impacts not only affect their immediate well-being but also have long-term implications for their emotional and psychological health.

Efforts to counter these harmful effects are gaining traction, with programs like Positive Discipline in Everyday Parenting being introduced to promote non-violent forms of discipline. These initiatives focus on teaching parents how to manage children's behavior through communication, empathy, and constructive guidance rather than physical or emotional punishment (Save the Children, Thailand, 2019). By shifting the focus to nurturing and supportive approaches, such programs aim to foster healthier relationships between parents

and children while reducing the long-term psychological toll of corporal punishment. Overall, the evidence underscores the urgent need for widespread awareness campaigns and culturally sensitive interventions to educate parents and caregivers on the harmful effects of corporal punishment and the benefits of alternative disciplinary strategies. Transitioning to non-violent approaches is essential to safeguarding children's mental health and promoting their overall development.

CONCLUSION

While corporal punishment has long been ingrained in Thai culture as a reflection of traditional norms, it is time to transition toward modern, positive approaches to discipline that prioritize child development and well-being. Educating parents, teachers, and caregivers on non-violent disciplinary methods, supported by culturally adapted tools and strategies, can pave the way for lasting change. However, these approaches must be tailored to align with Thailand's unique cultural context to ensure widespread acceptance and effectiveness.

A comprehensive solution requires a multi-faceted approach that includes legal reform, public education, and community support. Public education campaigns must aim to shift deep-rooted cultural beliefs, emphasizing the harmful effects of corporal punishment and the benefits of alternative methods. Stricter enforcement of existing laws is also necessary to safeguard children's rights and ensure their protection across all settings. Additionally, promoting non-violent disciplinary practices within families and schools, supported by community development initiatives and awareness campaigns, will be pivotal in driving long-term change.

Efforts must focus on strengthening legal protections, implementing educational programs, and fostering family development initiatives to protect children's safety and emotional well-being. Continuous work to reshape societal norms and reinforce legal frameworks is crucial for eradicating corporal punishment. By addressing these challenges holistically, Thailand can create a safer, more nurturing environment that prioritizes the rights and development of its children, paving the way for a brighter and more equitable future.

REFERENCES

Committee on the Rights of the Child (CRC), United Nations. (2006). General Comment No. 8 (2006): The Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment (Arts. 19; 28, Para. 2; and 37, Inter Alia). Retrieved from https://www.refworld.org/docid/460bc7772.html

Cuartas J. (2023). Corporal punishment and child development in low- and- middle-income countries: progress, challenges, and directions. Child Psychiatry Hum Dev, 54(6):1607-1623. doi: 10.1007/s10578-022-01362-3.

Cuartas, J., Weissman, D.G., Sheridan, M.A., Lengua, L. and McLaughlin, K.A. (2021), Corporal Punishment and Elevated Neural Response to Threat in Children. Child Dev, 92: 821-832. https://doi.org/10.1111/cdev.13565

Elgar, F. J., Donnelly, P. D., Michaelson, V., Gariépy, G., Riehm, K. E., Walsh, S. D., Pickett, W. (2018). Corporal punishment bans and physical fighting in adolescents: an ecological study of 88 countries. BMJ Open, 16; 8(9):e021616. doi: 10.1136/bmjopen-2018-021616.

Gershoff, E.T. (2017). School corporal punishment in global perspective: prevalence, outcomes, and efforts at intervention. Psychol Health Med. 2017 Mar;22(sup1):224-239. doi: 10.1080/13548506.2016.1271955.

Global Initiative to End All Corporal Punishment of Children. (2021). Corporal punishment of children: Summary of research on its impact and associations. Retrieved from https://endcorporalpunishment.org/wp-content/uploads/2021/09/Research-effects-summary-2021.pdf

National Statistic Office & UNICEF. (2016). Report on violence against children in Thailand. Bangkok: National Statistic Office. Retrieved from https://www.unicef.org/thailand/reports/prevention-and-response-violence-against-children?utm_source=chatgpt.com

Save the Children, Thailand (2019). Positive Discipline in Everyday Parenting Program. Retrieved from https://www.savethechildren.org/us/where-we-work/thailand

UNICEF Thailand (2021). Corporal Punishment: Thailand's Journey Towards Ending Violence Against Children.

Watakakisol, P., Suttiwan, P., Wongcharee, C., Kish, R., & Newcombe, P. (2019). The prevalence of corporal punishment in childhood and its impact on young adults in Thailand. International. Journal of Child Development, 14(4), 455-462.

Wongcharee, H. (2020). The Current Situation of Corporal Punishment. Academic and Research Journal of Liberal Arts (Online), 15(2), 188-203. Retrieved from https://so04.tci-thaijo.org/index.php/larhcu/article/view/244753

WHO (2013). Global status report on violence prevention 2014. https://plan-international.org/uploads/2022/01/plan_international-annual_review_2019-en.pdf

CORPORAL PUNISHMENT OF CHILDREN IN NEPAL

Tulashi R. Gautam[1], PhD, Ruth B. Grubesic[2,3], DrPH, RN, PHCNS-BC, M. Danet Lapiz-Bluhm[2], PhD, RN, MSCI, FAAN, ANEF

[1]University of Texas Health Science Center at San Antonio, School of Nursing, San Antonio, Texas-USA,

e-mail: gautamt@uthscsa.edu

[2]University of Texas Health Science Center at San Antonio, School of Nursing, San Antonio, Texas-USA

[3]Schreiner University, Kerrville, Texas-USA

ABSTRACT

Child abuse is common in Nepal. It comes in two forms: physical and psychological. Physical abuse including slapping, smacking, using walking sticks to discipline by parents, educator, and care provider. Psychological abuse includes name calling, verbal threating, bullying and cut on food or daily expense funds etc. The maltreatment of children is a public health problem. Some has lifelong negative consequences such as cut off from society(isolation) or holding a grudge against parents, teachers, or society. Culture and nurture play an important part to health and well-being of an individuals. Databases (Google Scholar), interviews and survey including school children, teachers, care providers, and parents(N=966). Corporal punishment triggers harmful psychological and physiological responses which may lead towards a dysfunctional society. Psychological aggression (over 70%), general physical punishment (50%), Severe forms of physical punishment (14%). The society's hierarchical set up has resulted in unequal power, respect and relations resulting in some type of violence against children and unable to defend themselves sections of the society. Punishment in various forms to discipline a child is deep rooted. Childbirth is rapidly falling in Nepal and the younger population must have a healthy environment, good education, and upbringing to sustain the future human resource & economy. Failing to do so could be a serious social problem for poor countries like Nepal.

Keywords: Child abuse, child punishment, Nepal.

INTRODUCTION

Nepal is one of the first countries in the world to recognize the welfare of children and to sign documents to prohibit corporal punishment among children. First country in South Asia, as well as 54th in the world to ban violent physical punishment of children. However, the implementation is seldom enforced, and it is considered a family matter. Documentation of such activities, analysis of nature of punishment and addressing such issues at the point of start is very important. Solving the problem at the point of origin requires good knowledge and skill about parenting and children's behavior as well as guide them towards disciplined life without using brutal physical technique. Population of Nepal is about 30.1 million with 10 million children (30% of the general population) (National Statistics Office of Nepal, 2023). Approximately 80% children (age 1-14 years) in Nepal experience some form of abusive discipline by their parents, teachers, or caregivers. According to the data, psychological aggression (over 70%), physical punishment (50%), and serious forms of physical punishment (14%) in the country (UNICEF, 2017). Four out of five children, experience violent discipline, often out of sight, and this is tolerated due to social and cultural norms (UNICEF 2018). In Nepal corporal or physical punishment is often considered necessary to have a hard working, studious, discipline and well-rounded children's upbringing.

Traditionally, it is considered that excessive affection and easy lifestyle breeds flaws, laziness, and declining good qualities. (Chanakya, a 2nd century Philosopher; on the Science of Politics & Economy). Not only the parents and teachers, but many students also see corporal punishment as a normal feature of their education, because it is embedded in the society. Parents remind their children all the time that how tough their grandparents and ancestors were. Interviews with teachers, children, care giver and parents (N=966) in Kathmandu, conducted by UNICEF (2018) reported that some of the children state "It happens, and we accept it as normal because if we (children) do something wrong then we must be punished". The care of a child is largely based on the local culture and practice. Parents, teachers and caregivers occasionally punish children to discipline. Parents and their parents use similar tactics. So, educating parents to break the harsh patterns is a key in reducing the abuse. Child physical violence and negligence had been recognized in early 1960.The Child Abuse Prevention and Treatment Act (CAPTA) was established in 1974 by the US government to provide federal funding and guidelines to states for child abuse and neglect prevention, assessment, investigation, prosecution, and treatment. Maltreatment of a child is failure to prevent accidental death, physical or emotional injuries, sexual abuse or exploitation, bullying, verbal abuse, and neglect. Studies have reported that child abuse and neglect is a public health problem. Child's well-being is basic component of a healthy society. Various factors that contribute to the abuse of a child including culture, socioeconomic status,

parent's education level and the social media. Despite strict laws and the progress made, the problem remains widespread and serious.

Domestic Laws for Prohibiting

Though Nepal has ratified the UN Convention on the Rights of the Child (CRC) in 1990, there is no explicit prohibition of corporal punishment. The Civil Code states that guardians and teachers shall not be held responsible for hurting a child during education or defense. The Child Act (1992) states that "no child shall be subject to torture, but it also permits that the parents, guardian, teacher, or care giver to scold the child or give him/her minor slapping for the sake of child's interests. The Education Regulation (2003) also prohibits harsh punishment, however, poorly enforced.

National prevention programs

School-wide educational interventions are found to be most effective form of lowering the violence rate. The Ministry of Education has established a school-based reporting mechanism such as "suggestion box" to report cases of various forms of violence including corporal punishment by teachers and bullying by peers. Teachers are recommended or receiving training on discipline methods rather than physical abuse. There are educational programs on radio, social platforms & television on parenting and wellbeing of a child in a changing environment. Health care systems are reducing the consequences of violence by providing services to the survivors. They are taking care of physical, mental, and social well-being of children. Health care providers need to understand the context of abuse, identify signs of abuse, and provide sensitive and empathetic care by counseling as well as report the seriousness of the abuse to the authorities (Mishra et al., 2010).

RECOMMENDATIONS FOR CHILD PROTECTION

Recommendations for child protection are improving classroom environment (awareness class, group discussion & rewards), poverty alleviation (lifting socio-economic status) to prevent the labor and sexual exploitation, effective law implementation, protection, and counseling, harsh punishment to the violator, encourage healthcare providers to identify the abuse, and collect data and help to find solution.

REFERENCES

Aryal K.K, Bista B, Khadka BB, Pandey AR, Mehta R, Jha BK; Kann L, Riley LM, Yamakawa Y, Rani M, Agrawal N, Karki KB (2018). Global school-based student health survey Nepal, 2015. Nepal Health Research Council, 2017

Chanakya. A 2nd Century Philosopher; on the Science of Politics & Economy.

Education Regulation: Ministry of Education, Science & Technology

Mishra, N., Thakur, KK. Koirala, R., Shrestha, D. (2010). Corporal punishment in Nepalese school children: Facts, legalities and implications. Journal of Nepal Pediatric Society 30:98-109 DOI:10.3126/jnps.v30i2.2929

National population and housing census 2021 (National Report) Published by: National Statistics Office, Nepal Offset Printers; 2004. p. 23-50

Shrestha S, Thakuri S (ed). (2004). Corporal punishment in school: Hatamalo Sanchar.

UNICEF: Central bureau of statistics and UNICEF Nepal. Nepal Multiple Indicator Cluster Survey 2014 and 2018

CORPORAL PUNISHMENT OF CHILDREN IN BRAZIL

Prof. Luciana Schleder Gonçalves[1], Prof. Elizebeth Bernardino[2], PhD, RN

[1]*The Federal University of Paraná-Brazil, e-mail: lsgk@ufpr.br*

[2]*Federal University of Paraná, Department of Nursing, Curitiba PR, Brazil, e-mail: elizaber@ufpr.br*

ABSTRACT

This text examines the evolution of Brazilian legislation addressing corporal punishment, statistics on violence against children, cross-sector initiatives for prevention and education, and current and future steps led by the federal government. The Statute of the Child and Adolescent (ECA, Law No. 8069/1990) marked the first legislative effort to protect children, explicitly prohibiting physical punishment and degrading treatment. The "Spanking Law" (Law No. 7.672/2010) amended the ECA, adding articles to ensure full protection of children and adolescents. The Little Bernardo Law (Law No. 13.010/2014), named in memory of an 11-year-old victim of violence, further strengthened this framework by banning all forms of corporal punishment. More recently, Law No. 14.826/2024 introduced the principles of positive parenting and the right to play, emphasizing the promotion of non-violent environments for children. Federal initiatives involve collaboration between the Ministry of Women, Family, and Human Rights (MMFDH) and other sectors, such as health and education, to implement these values. Reports of violence have increased since these laws were enacted, indicating heightened public awareness. Organizations such as “Dial 100” have played a pivotal role in facilitating the reporting of violence. In 2024, the Ministry of Human Rights and Citizenship (MDHC) launched a program to establish Integrated Centers for children at risk of violence. Aimed at providing safe, adequate care, this initiative allocates R$ 2.5 million to create at least one center in each region. Two key guiding documents, developed with Childhood Brazil, provide frameworks for implementing these centers and establishing ethical protocols for specialized hearings. Brazil’s public health system is integral to violence prevention. In States like São Paulo and Paraná, Basic Health Units (UBS) incorporate positive parenting into pediatric care and vaccination campaigns. These facilities provide protected environments for hearing children who have experienced violence. The DEDICA Project (Defense of the Rights of Children and Adolescents) at the Clinical Hospital of the Federal University of Paraná/ EBSERH exemplifies best practices. It offers clinical assessments, psychological support, and positive parenting education, while collaborating with schools and local councils to prevent recurrent abuse. NGOs such as the Alana Institute, the Maria Cecilia Souto Vidigal Foundation, and Childhood Brazil have also played key roles in promoting children’s rights and parental

education. Programs like ACT Raising Safe Kids train caregivers in non-violent parenting. The INSPIRE framework, supported by WHO and UNICEF, offers technical strategies for governments and civil society to combat violence against children. Education and Violence Prevention: The National Common Core Curriculum (BNCC) incorporates play as a pedagogical tool to promote healthy development and prevent violence. Home visitation programs in States like São Paulo and Rio de Janeiro provide vulnerable families with support in creating safe environments for children. As a conclusion, Brazil faces significant challenges in eradicating corporal punishment, but coordinated efforts between government, public health systems, and NGOs are pivotal in promoting positive parenting and protecting children's rights. Initiatives like DEDICA and public campaigns are critical for fostering a culture of non-violence and ensuring the well-being of future generations.

Keywords: Brazil, children, corporal punishment.

INTRODUCTION

Brazil has made significant progress in protecting children from corporal punishment. There are many scientific and State documents that report its normalization through the years, and it is still a huge social and public health problem in the country. In this presentation, the evolution of legislation on this matter; statistics on lethal violence among children; some cross sector public and private initiatives that address prevention and education; and actual and future steps that the federal government is leading will be addressed.

Evolution of Legislation

The first Law that was published was the Statute of the Child and Adolescent (number 8069/1990) – that in its Article 18 states that:

> Children and adolescents have the right to be raised and cared for without the use of physical punishment or cruel or degrading treatment, as a form of correction, discipline, education, or under any other pretext, by parents, extended family members, guardians, public officials responsible for enforcing socio-educational measures, or by any person responsible for their care, treatment, education, or protection.

It was published with the aim of prohibiting physical punishment of children and adolescents by parents or guardians. Then, the "Spanking Law" (number 7.672/10) amends the Statute of the Child and Adolescent (ECA/90) by adding three articles aimed at fully protecting children and adolescents. After that, the Little Bernardo Law (number 13.010/2014) is another key legal framework that prohibits physical punishment and degrading treatment of children. Its name is a tribute to the case of Bernardo Boldrini, an 11-year-old boy who was murdered by an overdose of medication in April 2014, in the city of Três Passos (Rio Grande do Sul State, Brazil). The accused of the crime, the boy's father and stepmother, along with two friends of the couple, were sentenced to prison in March 2019.

Recently, this was further reinforced by Law number 14.826/2024, which emphasizes positive parenting and the right to play, and it was introduced to address violence against children and promote a healthy family environment. Along with that, several government bodies, including the Ministry of Women, Family, and Human Rights (MMFDH), collaborate across sectors, such as health and education, to promote these values (Brasil, 2024). Since the Little Bernardo Law came into effect, reports of violence against children have risen, indicating an increasing public recognition of the issue. Also, non-governmental organizations (NGOs) such as 'Dial 100', which provides a hotline for reporting violence against children, continue to play a crucial role in supporting the bill.

Statistics

Figure n.1. Lethal violence in Brazil with focus in children.



Source: IPEA, Brazil, 2024.

Cross-Sector Public and Private Initiatives

From this year (2024), The MDHC (Ministry of Human Rights and Citizenship) will establish partnerships with States and municipalities that wish to implement or improve Integrated Centers by providing furniture, equipment, and necessary tools to offer proper and safe care to children in hazard of violence. An investment of R$ 2.5 million is planned for this initiative, with the goal of establishing at least one center in each region of the country.

Two guiding documents, produced by the MDHC in partnership with Childhood Brazil, will be launched soon. The first is the 'Guiding Handbook for the Implementation of Integrated Care Centers for Children and Adolescents Victims or Witnesses of Violence', and the second concerns ethical and procedural concepts and protocols in specialized hearing'.

Also, the public health system in Brazil has been a key player in the prevention of violence against children. In states like São Paulo and Paraná, Basic Health Units (UBS) integrate the theme of positive parenting into pediatric care and vaccination campaigns. Hence, health professionals engage with parents to emphasize the importance of non-violent parenting practices. Public facilities ensure the protected hearing of children and adolescents who have experienced violence, in an appropriate environment and by a specialized team.

The DEDICA Project – that stands for 'Defense of the Rights of Children and Adolescents', located at the Clinical Hospital of the Federal University of Paraná, is a notable initiative in the State. It provides specialized care for children and adolescents who are victims of violence, including physical punishment. The project offers clinical assessments, psychological support, and guidance on positive parenting, working closely with schools and local councils to prevent recurrences. DEDICA also partners with social workers to provide continuous family support.

Other NGOs and organized Civil Society play a significant role in advocating for children's rights and promoting positive parenting. For instance:

- Alana Institute and the Maria Cecilia Souto Vidigal Foundation focus on educational campaigns and the 'ACT Raising Safe Kids Program, which provides training to caregivers. These programs are implemented in health clinics and UBS units across Brazil, especially in the State of Paraná.
- SaferNet Brasil works towards protecting children from online violence.
- Abrinq Foundation advocates for the protection of children’s rights in education and health.

- Childhood Brazil works across multiple sectors to protect children from violence, focusing on vulnerable populations and prevention programs.
- Inspire developed a set of strategies to end violence against children, is a technical package of measures for the prevention and response to violence against children and adolescents. Inspire is aimed at government bodies and civil society and was developed by ten specialized international organizations, among which the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), and the World Bank stand out.

Education and Violence Prevention

The National Common Core Curriculum (BNCC) in schools supports the inclusion of play as a key pedagogical tool, helping prevent violence and encouraging healthy child development. In states like São Paulo and Rio de Janeiro, home visitation programs for families in vulnerable situations are designed to offer parents support in creating safe and stimulating environments for their children.

CONCLUSION

Brazil still faces tough challenges regarding corporal punishment, but initiatives from both the government and civil society are crucial for changing this reality. Programs like DEDICA at CHC-UFPR/EBSERH, public health campaigns, and efforts from NGOs are essential in promoting a culture of positive parenting and protecting children's rights.

REFERENCES

Brazil. Law No. 13,010, of June 26, 2014. Amends the Child and Adolescent Statute to establish the right of children and adolescents to be educated without the use of physical punishment. Available at: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13010.htm. Accessed on: September 19, 2024.

Brazil. Law No. 14,826, of March 15, 2024. Amends provisions of the Child and Adolescent Statute, reinforcing the rights to positive parenting and the right to play. Available at: http://www.planalto.gov.br. Accessed on: September 19, 2024.

Alana Institute. Act Program: Raising Safe Kids. A program focused on educating parents and caregivers about positive parenting practices. Available at: https://alana.org.br. Accessed on: September 19, 2024.

Dedica – Dedica Project (Defense of the Rights of Children and Adolescents). CHC-UFPR. Activities and support services for children and adolescents victims of violence. Available at: http://www.hc.ufpr.br. Accessed on: September 19, 2024.

Abrinq Foundation. Activity Report 2023. Advocating for the rights of children and adolescents, focusing on education, health, and combating violence. Available at: https://www.fundacaoabrinq.org.br. Accessed on: September 19, 2024.

Safernet Brazil. Online Violence Prevention Against Children. Initiatives aimed at ensuring the digital safety of children and adolescents. Available at: https://www.safernet.org.br. Accessed on: September 19, 2024.

Brazil. Law No. 14,826/2024: Positive parenting and the right to play, page 2 - Jus.com.br | Jus Navigandi. Available at: https://jus.com.br/artigos/108805/parentalidade-positiva-e-direito-ao-brincar-estrategias-intersetoriais-na-prevencao-a-violencia-contra-criancas-uma-analise-da-lei-n-14-826-2024/2.

Parenting program: From scientific evidence to large-scale implementation. Available at: https://rbaval.org.br/article/doi/10.4322/rbaval202211011.

Parenting programs in Brazil - Nexo Journal | Nexo Public Policies. Available at: https://pp.nexojornal.com.br/bibliografia-basica/2023/02/08/programas-de-parentalidade-no-brasil.

CORPORAL PUNISHMENT OF CHILDREN IN THE UNITED STATES OF AMERICA

Assoc. Prof. Karen Walker Schwab, PhD, APRN, CPNP-PC, PMHS

University of Texas Health San Antonio – School of Nursing, USA, e-mail: schwabk@uthscsa.edu

ABSTRACT

The use of corporal punishment (CP) as an acceptable form of discipline has been discredited. Globally, professions concerned with the welfare of children advocate for the abandonment of this practice. Typologies of parenting styles are often the focus of research. Much research has been centered on correlating these styles to lower or higher parental (and societal) acceptance of corporal punishment as a normative practice in child discipline. Other studies have focused on variables such as child's age, socioeconomic status, race, ethnicity, and religion as correlates to use of CP. Yet, cultural beliefs and practices may have a modifying influence on adopted parenting styles. The Douglas-Wildavsky Grid-Group Theory and Hofstede's dimensions of culture may offer a cultural lens to better understanding parenting styles. Cultural influences on parenting style and disciplinary methods are found regionally across the US. Despite each state defining abuse, which may or may not include CP, the overall use of CP has decreased by 37% compared to previous decades, up to 90% of parents have used CP at least once in their child's lifetime with nearly half of the parents' using CP within the previous six months. Current research has demonstrated numerous contextual factors likely influence a parent's decision to use CP. Further research of these contextual factors is recommended to better understand how to modify the use of harmful disciplinary methods. Despite being banned in more than sixty-three countries (Avezum et al., 2023), corporal punishment (CP) continues to be globally viewed as an acceptable means of child discipline. Stopping this practice has been allusive to health care providers, and others, aiming to eliminate child maltreatment. The United Nation's adoption of the Convention on the Rights of the Child in 1989 is largely viewed as a necessary, and historic, step toward establishing child rights – to survival, to development of their full capacity, to protection and to participate in family, cultural and social life (UNICEF, 2024; Wesby, 2007). Part of the child's right to protection included the right to be protected from maltreatment by caregivers. Though the state's right to intervene on behalf of the child is outlined in this international treaty, it does not define what is considered abuse (Westby, 2007). This leaves space for cross cultural differences between what is considered a normative approach to child rearing and what is considered

child maltreatment (Schwab, 2013). Westby (2007) emphasizes to professionals it is crucial to understand how disciplinary practices across cultures might be harmful to children. This is to be balanced with understanding why these practices are used and then working with families to modify harmful practices. When evaluating a disciplinary practice, professionals are urged to take an absolute approach, not a relativist approach. An absolute approach focuses on the experience of the child rather than the intent of the caregiver. Whereas a relativist approach which may mistakenly condone abuse as being a responsible parenting act.

Keywords: Children, corporal punishment, United States of America

INTRODUCTION

Hofstede's cultural dimension theory provides a starting place for professionals attempting to understand a culture not well known to them as most countries have a profile based on Hofstede's six dimensions – power distance, individualism-collectivism, masculinity-femininity, uncertainty avoidance, indulgence-restraint. Additionally, work done in the GLOBE study makes it possible to narrow cultural descriptors to ten cultural clusters. For instance, in Hofstede's profile, the United States (US) ranks low on power distance and uncertainty avoidance and high on individualism and indulgence. It also falls into the Anglo cluster which is characteristic of a desire for less rules and procedures, a trend toward gender equality, and less power stratification (GLOBE, 2020).

Baumrind's typology of parenting styles is widely used in research to describe normative parenting styles. Rangarajan et al., (2020) explain parenting styles are the combination of two dimensions – parental demandingness and responsiveness (warmth). Demandingness is expressed by a parent's direction, disciplinary efforts and temperament in responding to a child that has been disobedient and the extent the child is expected exhibit responsibility and maturity. Responsiveness is the extent of parents having a child centered and warm approach to the child's needs. Authoritative, authoritarian, permissive and indifferent are the styles derived from this combination. Of note, a fifth parenting style, neglectful, was added in the 1980's due to the work of Maccoby & Martin.

Much research has been centered on correlating these styles to lower or higher acceptance of corporal punishment as a normative practice in child discipline. Other studies have focused on variables such as child's age, socioeconomic status, race, ethnicity, and religion as correlates to use of CP (Chiocca, 2017). Yet, cultural beliefs and practices may have a modifying influence on adopted parenting styles (Schwab, 2013). McKinney et al., (2018) found permissive parenting was the most adaptive parenting style for Latin American

children. US mothers were more inclined to use CP when a child was in a dangerous situation as were parents with Protestant or no religious affiliation. The authors notably found authoritativeness and authoritarianism are not necessarily inversely related as traditionally thought. Additionally, congruent authoritative parenting styles or at least one authoritative parent was associated with positive child outcomes. These findings have led the authors to call for more research exploring the impact of contextual factors such as religion, race, culture and environment on parental behaviors.

Westby (2007) explains the Douglas-Wildavsky Grid-Group Theory offers another perspective in understanding parenting styles by using a cultural lens. The grid dimension is associated with dominance and the degree to which an individual feels life is determined by externally imposed forces. Group is associated with feelings of affiliation and the extent to which a person is driven by a commitment to a higher social unit than the individual. The Hofstede dimension of power distance aligns with the Group dimension of Douglas-Wildavsky Grid-Group theory. The Hofstede dimension of Individualism – collectivism aligns with Grid. The various combinations of these two dimensions result in four lifestyles – individualistic, egalitarian, hierarchical, and fatalistic. Individualist parents have low tolerance for rules. This lifestyle resembles Baumrind's permissive parenting style. An egalitarian lifestyle view humans as broadly equal who reach collective decisions together. This lifestyle resembles authoritative parenting style. A hierarchical lifestyle finds family members who feel obligated to each other based on family status and parents may make binding decisions for others. This lifestyle resembles authoritarian parenting style. Finally, fatalistic lifestyle is associated with weak feelings of group affiliation and high feelings of externally forced controls on decision making. In this lifestyle, CP is often used to gain adherence to rules and is applied impulsively and extensively. Of note, no cultural cluster fits this lifestyle exclusively (Schwab, 2013).

In the US, the Federal Child Abuse Prevention and Treatment Act (CAPTA) sets a minimum foundation for state legislation on child abuse and neglect. Each of the fifty states is responsible for definition child maltreatment. Definitions vary from state to state. For instance, corporal punishment in schools is defined as abuse in one state but allowed in others. Twenty-seven states including Washington D.C. and the commonwealth of Puerto Rico have banned CP in schools. Though the use of CP in schools has decreased by 34.5% from 2013 to 2017, it is often seen as normative disciplinary method and remains allowed in many states (US Department of Education, 2023).

Just as there are global differences in parenting cultural norms, current research demonstrates these differences are also be found across regions in the United States (US) where norms vary widely (McKinney et al., 2018). Finkelhor et al., (2019) found CP was used less often in the Northwest and Western regions of

the US compared to the South. Though exceptions can be found. McKinney et al., (2018) surveyed 4,600 emerging adults in Southern US. While most Southern states have a higher poverty rate, lower educational achievement and place an emphasis on religion, Central Florida residents do not share this same profile and parenting styles were found to be distinct from other states in the South (McKinney et al., 2018). Overall, the use of CP as a form of discipline by US parents has decreased to 49% in 0–9-year-olds and to 23% in 10–17-year-olds (Finkelhor et al., 2019). This is a decrease of 37% overall compared to previous decades. In 1975 & 1985, CP was used as a form of discipline by 77% of the population and by 1995, had decreased to 65%. Results of the survey showed CP was used more often with boys than girls, less with White children compared to Black children, and used less often by parents with a graduate education or with fewer than three children in the home. Little difference in the use of CP was found between single-parent and two-parent families (Finkelhor et al., 2019). Despite an overall decrease in the use of CP, a literature review by Chicocca (2017) found 90% of US parents used CP at least once in the child's lifetime with 40% to 70% having used CP in the past six months.

There is consensus found among US professional healthcare organizations recommending parents do not spank their children. The organizations include, but are not limited to, the American, Academy of Pediatrics, National Association of Pediatric Nurse Practitioners, American Professional Society on the Abuse of Children, American Academy of Child and Adolescent Psychiatry, and the American Medical Association (McKinney et al., 2018). The influence individual health care providers have is also worth noting. Chiocca's (2017) integrative literature review highlights work done by Taylor et al., (2011) who found a strong predictor of a parent's positive attitudes in the use of CP was if health care providers, leaders or family members were perceived to approve of CP. Additionally, Hornor et al., (2015) demonstrated education provided to parents regarding the detrimental child outcomes of CP reduced parental endorsement of this practice from 40% to 29%. Health care providers occupy a privileged space to influence parents' decision to abandon this practice and are encouraged to explore their own beliefs and attitudes regarding the use of CP and acceptable options.

In summary, the use of CP as an acceptable form of discipline has been discredited. Globally, professions concerned with the welfare of children advocate for the abandonment of this practice. Frequently, parenting styles are the focus of research attempting to understand, or predict, when CP will be used as an acceptable disciplinary practice. However, current research has demonstrated numerous contextual factors likely influence a parent's decision to use CP. Further research of these contextual factors is recommended to better understand how to modify the use of harmful disciplinary methods.

REFERENCES

Aevum, M. D. M. M., Altafim, E. R. P., & Linhares, M. B. M. (2023). Spanking and corporal punishment parenting practices and child development: A systematic review. *Trauma, Violence & Abuse, 24*(5), 3094-3111. doi: 10.1177/15248380221124243

Chiocca, E. M. (2017). American parents' attitudes and beliefs about corporal punishment: An integrative literature review. *Journal of Pediatric Health Care, 31*(3), 372-383. http://dx.doi.org/10.1016/j.pedhc.2017.01.002

Finkelhor, D., Turner, H., Wormuth, B. K., Vanderminden, J., & Hamby, S. (2019). Corporal punishment: Current rates from a national survey. *Journal of Child and Family Studies, 28*(7), 1991-1997. https://doi.org/10.1007/s10826-019-01426-4

Gershott, E. T., & Grogan-Kaylor, A. (2016). Spanking and child outcomes: Old controversies and new meta-analyses. *Journal of Family Psychology, 30*(4), 453-469. http://dx.doi.org/10.1037/fam0000191

GLOBE, 2020. (2024, September 15). Anglo. https://globeproject.com/results/clusters/anglo%3Fmenu=list.html#country

Horner, G., Bretl, D., Chapman, E., Chiocca, E., Donnell, C., Doughty, K., House, S., Marshall, B., Morris, K., & Garcia Quinones, S. (2015). Corporal punishment: Evaluation of an intervention by PNPs. *Journal of Pediatric Health Care, 29*(6), 526-535.

McKinney, C., Stearns, M., & Rogers, M. M. (2018). Perceptions of differential parenting between Southern Unites States mothers and fathers. *Journal of Child and Family Studies, 27*, 3742-3752 https://doi.org/10.1007/s10826-018-1204-3

Rangarajan, J., Narasimhan, U., Janakiraman, A., Sasidharan, P., & Chandrasekaran, P. (2020). Parenting styles of parents who had children with and without high risk at birth: A cross-sectional comparative study. *Cureus, 12*(2), e7079. DOI 10.7759/cureus.7079

Schwab, K. W. (2013). Individualism-collectivism and power distance cultural dimensions: How each influence parental disciplinary methods. *Journal of Internation Education and Leadership, 3*(3), 1-8

Taylor, C. A., Hamvas, L., & Rice, R. (2011). Perceived instrumentality and normativeness of corporal punishment use among black mothers. *Family Relations, 60*(1), 60-72.

U.S. Department of Education Office for Civil Rights. (2023). Corporal punishment in public schools [Infographic]. https://civilrightsdata.ed.gov/assets/downloads/Corporal_Punishment_Part4.pdf

Westby, C. E. (2007). Child maltreatment: A global issue. *Language, Speech, and Hearing Services in Schools, 38,* 140-14

THE VIEWS AND PERCEPTIONS OF PARENTS ABOUT CORPORAL PUNISHMENT: A SYSTEMATIC REVIEW

Semiha Akin Eroglu[1], Ph.D., MSc, RN, Prof., Gamze Temiz[2], Ph.D., MSc, RN, Assoc. Prof.

[1]University of Health Sciences, Hamidiye Faculty of Nursing, İstanbul-Türkiye, e-mail: semiha.akın@sbu.edu.tr

[2]University of Health Sciences, Hamidiye Faculty of Nursing, İstanbul-Türkiye, e-mail: gamze.temiz@sbu.edu.tr

ABSTRACT

Corporal punishment is a form of violence that intends physical pain to discipline or change a behavior perceived as inappropriate (for example beating, pushing by hand, kicking by foot, pinching, etc.). Corporal punishment causes psychological, emotional, interpersonal, and behavioral problems, and interferes with the development of children. Understanding the views and perceptions of parents about corporal punishment and sociocultural factors that influence corporal punishment behaviors is necessary to develop appropriate policies that protect and help rearing healthy children. The aim of this review is to analyze systematically the studies about the perceptions and views of parents about corporal punishment. We searched one electronic database (PubMed') according to the key theme. The database search was conducted between 24 and 25 August 2024. Studies included in research articles published in English between 1999 and 2023, with full-text access. We used the search terms: “corporal punishment” OR “parents” OR “adults” OR “views” OR “perception” OR “attitudes” OR “child abuse” OR “research” OR “demographics”. Researchers found a total of 26 publications in the PubMed database. Seven articles met the inclusion criteria. Three studies were cross-sectional/descriptive surveys. The selected studies were read and categorized according to design, aim, sample, data collection, and results. The studies were conducted in the USA, Israel, South Korea, Brazil, and Spain. The results revealed that some parents believe that physical punishment can be used in some specific situations to discipline their children. Parents who have a high educational level, spend more time with their children, with fewer marital problems, and who had experienced corporal punishment as a child are less likely to use corporal punishment. Perceptions and attitudes of parents about corporal punishment are influenced by sociodemographic characteristics, level of knowledge, social norms, family, experiences, religion, and culture, and racial or ethnic differences, family history of being spanked. Perceived social factors were crucial predictors of positive attitudes about corporal punishment. Some parents from different cultures expressed strong beliefs about the necessity of physical punishment in some specific situations. Some parents

expressed different attitudes towards physical punishment of boys and girls and variations in forms of physical punishment. Support measures (legal measures, public education) are required to correct misconceptions and inaccurate knowledge about corporal punishment. The parents also need educational support for methods of nonphysical forms of child discipline. The provision of counseling services regarding positive parenting and violence prevention may contribute to developing positive attitudes about corporal punishment. Risk groups should be screened during professional provider visits for using corporal punishment within their family systems. It is also crucial to support parents in developing marital relationships and mother-child interactions.

Keywords: Attitudes, corporal punishment, parents, perceptions, views.

INTRODUCTION

Corporal punishment (CP) is a type of violence that intends physical pain to discipline or change a behavior perceived as inappropriate (for example beating, pushing by hand, kicking by foot, pinching, etc.) (Spilsbury et al., 2018; Taylor et al., 2011). Corporal punishment is a violation of children's health, physical integrity, development, dignity, education, and freedom from torture and other cruel treatment or punishment (World Health Organisation [WHO], 2021). Corporal punishment causes negative emotions and psychological problems in children, such as irritation, embarrassment, and loneliness. Corporal punishment also interferes with the development of children, causes stress responses, and may impair intellectual development and speech. It also may cause behavioral emotional, interpersonal (social and parent-child relationships), and behavioral problems (alcohol or drug abuse) (Fakunmoju, 2000; Jun, Lee, & Shim, 2023).

Corporal or physical punishment is prevalent around the world. Most children (60%) between 2–14 years suffer physical punishment by their parents or other caregivers (World Health Organisation [WHO], 2021). Children face different forms of corporal punishment in various settings (e.g., at home, at school, and in the community). The use of corporal punishment often draws attention when children suffer physical and mental consequences, and injuries from corporal punishment including hospitalization, and death (Fakunmoju, 2020; Taylor et al., 2011). The use of corporal punishment is prevalent because parents consider using corporal punishment as a practice of discipline.

Perceptions about corporal punishment are related to both personal and public beliefs. Perceptions or beliefs about using corporal punishment for rearing children or as a mode of discipline (Gracia & Herrero, 2008). Exploring beliefs in the necessity of corporal punishment and perceptions adds relevant knowledge and helps

developing public education and prevention initiatives. Uncovering parents' positive attitudes toward corporal punishment will help examine and understand the norms regarding corporal punishment (Gonzalez et al., 2024). Understanding the views and perceptions of parents about corporal punishment and sociocultural factors that influence corporal punishment behaviors is necessary to develop appropriate public health policies that protect and help rearing healthy children.

Aim

The purpose of this review is to analyze systematically the studies about the views and perceptions of parents about corporal punishment.

Research questions

- What are the views and perceptions of parents about corporal punishment?
- What are the factors that influence the views and perceptions of parents about corporal punishment?

Design

It is a systematic review.

Research sample and inclusion criteria

We searched one electronic database (PubMed') according to the key theme. The database search was conducted between 24 and 25 August 2024. Studies included in this review were articles published in English between 1999 and 2023, with full-text access.

We used the search terms: “corporal punishment” OR “parents” OR “adults” OR “views” OR “perception” OR “attitudes” OR “child abuse” OR “research” or demographics. A total of 26 publications were found via the PubMed database. Ten articles were not included because the full text was not available, 5 articles were conducted on different samples [students, teachers], and one of the research projects was a psychometric study. Three articles were not directly about corporal punishment (abuse, neglect). Seven articles met the inclusion criteria (Figure 1: PRISMA 2020 Flow Diagram).

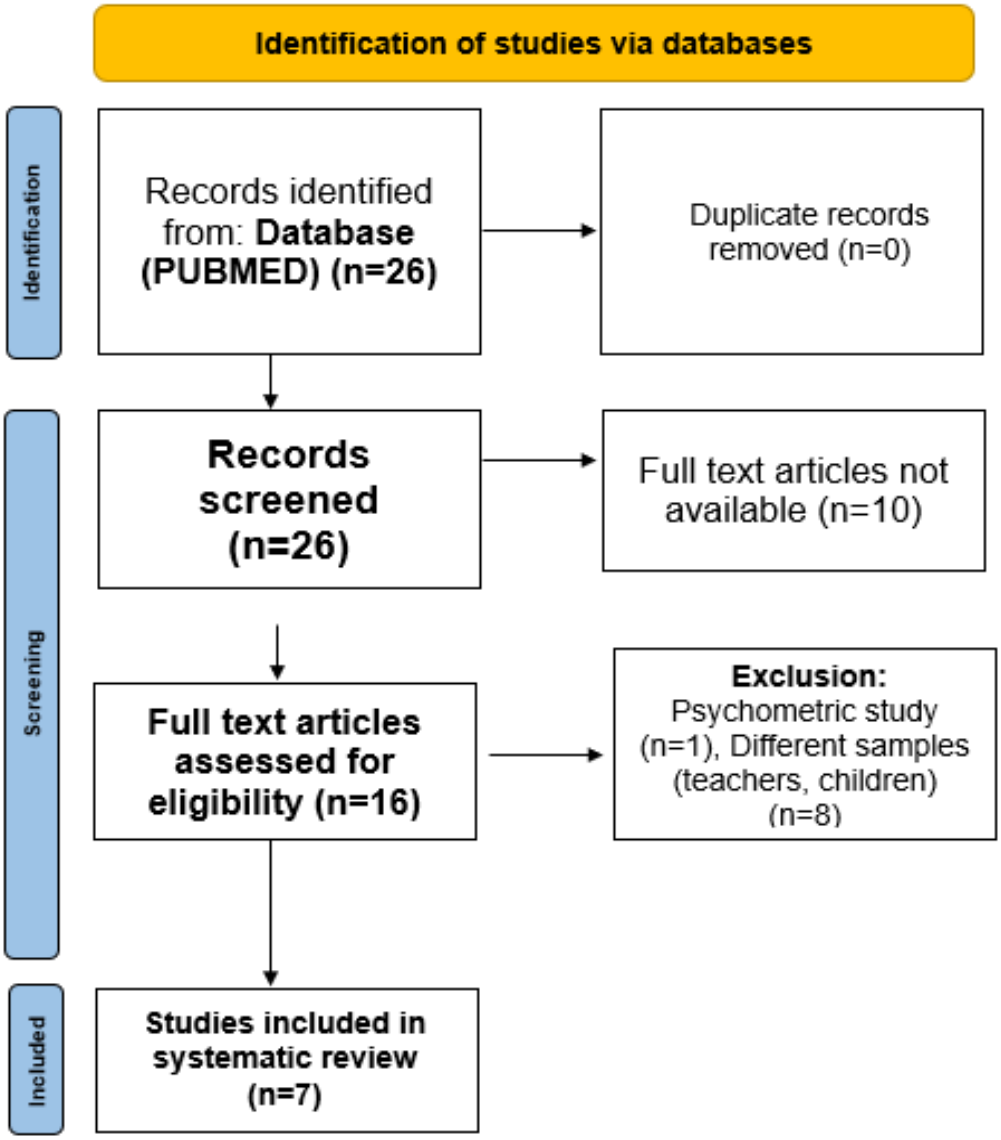


Figure 1: PRISMA 2020 Flow Diagram

Three studies were cross-sectional/descriptive surveys. The selected studies were read and categorized according to design, aim, sample, data collection, and results. The studies were conducted in the USA, Israel, South Korea, Brazil, and Spain.

Data analysis

Both researchers evaluated the titles and abstracts of the articles independently of each other and at different time intervals. The data summary form (Table 1) includes the following:

- Authors and year,
- Design,
- Aim,
- Sample,
- Data collection
- Results

Results and Discussion

The methods and results of the seven studies were analyzed in this systematic review. The results are shown in Table 1. Three studies were quantitative studies, three studies were qualitative studies, and one used Q methodology. Parents were mostly women (Table 1).

The views and perceptions of parents about corporal punishment

The systematic review revealed that some parents tend to believe that physical punishment can be used in some specific situations to discipline their children. Parents who spend more time with their children have a high educational level, with fewer marital problems and who have experienced corporal punishment as a child are less likely to use corporal punishment. Perceptions and attitudes of parents about corporal punishment are influenced by the level of knowledge, social norms, family, experiences, culture, and racial/ethnic differences (Table 1). The results revealed that some parents believe that physical punishment can be used in some specific situations to discipline their children (Table 1).

Predictors of the view's perceptions, and attitudes of parents about corporal punishment

Parents who have a high educational level, spend more time with their children, with fewer marital problems, and who had experienced corporal punishment as a child are less likely to use corporal punishment. Perceptions and attitudes of parents about corporal punishment are influenced by sociodemographic characteristics, level of knowledge, social norms, family, experiences, religion, and culture, and racial or ethnic differences, family history of being spanked (Table 1). Perceived social norms were considered the strongest predictors of having positive attitudes toward corporal punishment. Some parents from different cultures

expressed strong beliefs about the necessity of physical punishment in some specific situations. Some parents expressed different attitudes towards physical punishment of boys and girls and variations in forms of physical punishment (Table 1).

Parents and caregivers reported using non-violent discipline measures who were mostly apply a combination of violent methods (Spilsbury et al., 2018; World Health Organization [WHO], 2021). Younger children and boys are more at risk for CP. Parents who reported to be physically punished as a child are more likely to physically punish their own children (Donoso et al., 2009; Khoury-Kassabri et al., 2014; Shor, 1999; Taylor et al., 2011). According to World Health Organization [WHO] (2021), children from family with higher economic status are equally likely to experience violent discipline as those from poorer households. Perceptions about corporal punishment are related to both personal and public beliefs of what is tolerable in the way parents treat their children. Perceptions or beliefs about using corporal punishment for rearing children or as a mode of discipline (Alsalman et al., 2023; Gracia & Herrero, 2008; Park, 2001; Wang at al., 2019).

Limitations

The authors conducted their research using only one database. Only 7 studies were included in this systematic review. The research included in the systematic review were conducted in 5 different countries.

CONCLUSION AND IMPLICATIONS

Supportive interventions (public health efforts, legal measures, public education) are required to correct inaccurate knowledge about corporal punishment. The parents' and caregivers' awareness about child rights may be increased via community-based education programs. There is a strong need to educate parents about nonphysical forms of child discipline. The provision of counseling services regarding violence prevention and parenting, and the adoption of new strategies (alcohol policy and tobacco use) may contribute to developing positive attitudes about corporal punishment. Risk groups should be regularly screened during professional provider visits for using corporal punishment within the context of their family systems. It is also crucial to support parents in developing marital relationships and mother-child interactions. Professional provider visits by pediatricians, or mental health professionals may help change the practices and attitudes of young parents. Religious leaders may take roles in the education of parents about child discipline.

REFERENCES

Alsalman, Z., Turkistani, J., Bohamad, A., Alkhalaf, A., Almukhtar, M., Alkhalaf, R., & Alkhalaf, B. (2023). Parents' knowledge and perception of child abuse and neglect in the eastern province of Saudi Arabia. *Saudi Journal of Medicine & Medical Sciences, 11*(3), 235-241. doi: 10.4103/sjmms.sjmms_125_23

Donoso, M. T., & Ricas, J. (2009). [Parent's perspective on child rearing and corporal punishment]. *Revista de Saude Publica. 43*(1), 78-84. doi: 10.1590/s0034-89102009000100010

Gonzalez, C., Morawska, A., Higgins, D. J., & Haslam, D. M. (2004). Psychometric properties of the parenting belief scale in a multi-country sample of parents from high-income countries. *Child Abuse and Neglect, 147,* 106565. doi: 10.1016/j.chiabu.2023.106565

Gracia, E., & Herrero, J. (2008). Beliefs in the necessity of corporal punishment of children and public perceptions of child physical abuse as a social problem. *Child Abuse and Neglect, 32*(11), 1058-62. doi: 10.1016/j.chiabu.2008.05.004

Fakunmoju, S. B. (2020). Perception, use and abolition of corporal punishment among high school teachers in a district in southwestern Nigeria. *International Journal of Psychology, 55*(1), 106-114. doi: 10.1002/ijop.12542

Jun, M., Lee, S. Y., & Shim, T. E. (2023). A study on the subjectivity of South Korean parents regarding corporal punishment in early childhood. *Child Abuse and Neglect, 140,* 106193. doi: 10.1016/j.chiabu.2023.106193

Khoury-Kassabri, M., Attar-Schwartz, S., & Zur, H. (2014). Understanding the mediating role of corporal punishment in the association between maternal stress, efficacy, co-parenting, and children's adjustment difficulties among Arab mothers. *Child Abuse and Neglect, 38*(6), 1073-82. doi: 10.1016/j.chiabu.2014.04.009

Park, M. S. (2001). The factors of child physical abuse in Korean immigrant families. *Child Abuse and Neglect, 25*(7), 945-58. doi: 10.1016/s0145-2134(01)00248-4

Shor, R. (1999). Inappropriate child rearing practices as perceived by Jewish immigrant parents from the former Soviet Union. *Child Abuse and Neglect, 23*(5), 487-99. doi: 10.1016/s0145-2134(99)00024-1

Spilsbury, J. C., Nadan, Y., Kaye-Tzadok, A., Korbin, J. E., Jespersen, B. V., & Allen, B. J. (2018). Caregivers' perceptions and attitudes toward child maltreatment: A pilot case study in Tel Aviv, Israel, and Cleveland, USA. *International Journal on Child Maltreatment, 1*(1), 19-40. doi: 10.1007/s42448-018-0003-1

Taylor, C. A., Hamvas, L., & Paris, R. (2011). Perceived instrumentality and normativeness of corporal punishment use among Black Mothers. *Family Relations, 60*(1), 60-72. doi: 10.1111/j.1741-3729.2010.00633.x

Taylor, C. A., Hamvas, L., Rice, J., Newman, D. L., & DeJong, W. (2011). Perceived social norms, expectations, and attitudes toward corporal punishment among an urban community sample of parents. *Journal of Urban Health, 88*(2), 254-69. doi: 10.1007/s11524-011-9548-7

Wang, H., Chen, J., & Lyu, L. (2019). The Relationship between parental perception of neighborhood collective efficacy and physical violence by parents against preschool children: A cross-sectional study in a County of China. *International Journal of Environmental Research and Public Health, 16*(13), 2306. doi: 10.3390/ijerph16132306

World Health Organisation, (2001). Corporal punishment and health. 23 November 2021. https://www.who.int/news-room/fact-sheets/detail/corporal-punishment-and-health (Accessed September 13, 2024)

Table 1. Summary of manuscripts in the current systematic reviews about corporal punishment in childhood

No	Manuscript	Year/ Country	Design	Journal	Aim	Sample	Data collection	Results
1.	"A study on the subjectivity of South Korean parents regarding corporal punishment in early childhood."	Jun, M., Lee, S. Y., & Shim, T. E. (2023). South Korea	Q methodology	Child Abuse & Neglect	• To identify the characteristics of parental perceptions regarding types of corporal punishment administered to children.	• 40 parents with children aged two to six years	• *Tool:* Non-structured interviews individually online • February 2022	• Parents' perceptions were grouped into four types: 1. Corporal punishment was considered as wrong, 2. Corporal punishment can be used as a disciplinary method, 3. Corporal punishment can be triggered by some factors, and 4. Corporal punishment can used as a habit. • Parents stated that corporal punishment is an action to avoid. • Parents think stopping corporal punishment in the home was difficult. • Corporal punishment was considered as a necessary evil.
2.	"Perceived instrumentality and normativeness of corporal punishment use among Black Mothers."	Taylor, C. A., Hamvas, L., & Paris, R. (2011). USA	Qualitative design	Family Relations	• To investigate their perceptions about why corporal punishment use is so common.	• 18 black mothers between the ages of 18 and 49 (mean age 30)	• Five focus groups were conducted with parents (n=18) from a community at high risk for using corporal punishment. • Grounded theory techniques	• CP was used 1) instrumental in achieving parenting goals; mothers felt: (a) CP was a way of showing love, (b) CP is important for child safety, (c) CP was used when nothing else worked, (d) CP was a tool for teaching long-term lessons. • CP was influenced 2) by religion, family of origin, and race/ethnicity, (a) CP was a common type of discipline technique among Black parents. (b) CP was linked to religious teachings. (c) CP was linked to family background.

3.	"Perceived social norms, expectations, and attitudes toward corporal punishment among an urban community sample of parents."	Taylor, C.A., Hamvas, L., Rice, J., Newman, D. L., & DeJong, W. (2011). USA	A cross-sectional study	Journal of Urban Health: Bulletin of the New York Academy of Medicine.	• To examine associations between these perceived and descriptive norms regarding CP use, along with parental outcome expectancies of CP use knowledge of child development, and having positive attitudes toward CP.	• Parents from an urban community sample (n=500) • at least 18 years of age, the parent or legal guardian of a child	• *Tools:* Attitudes Toward Spanking (ATS) questionnaire • A random-digit-dial telephone survey • December 2008 - February 2009	• Social factors were important for developing positive attitudes toward CP. (1) Approvals of professionals (pediatrician, religious leaders, mental health professionals), (2) Norms of CP use, (3) Approval of CP, by friends, and family, and; (4) Positive and negative consequences for CP. • There were many variables associated with attitudes to CP: race, religion, socioeconomic status, and family history of being spanked. • Parents from the Black race, and those with less education, and lower economic status, expressed more positive attitudes toward CP.
4.	"Beliefs in the necessity of corporal punishment of children and public perceptions of child physical abuse as a social problem."	Gracia, E., & Herrero, J. (2008). Spain	Qualitative study	Child Abuse & Neglect	• To describe the extent of the belief in the necessity of corporal punishment of children for child rearing in a nationally representative sample of Spanish adults	• 2,316 adults	• March 2004 • Face-to-face home interviews • Multistage clustered sampling	• 56.3% of participants believed that using corporal punishment for child rearing is important. • Adults who reported a higher frequency of physical abuse toward children reported the use of corporal punishment was unnecessary. • The rate of women (52.7%) who think corporal punishment is necessary was higher than males (47.3%). • People with lower education considered corporal punishment a greater necessity (65%) than those with medium (54.3%) and higher (43.4%) education.

5.	"Understanding the mediating role of corporal punishment in the association between maternal stress, efficacy, co-parenting and children's adjustment difficulties among Arab mothers."	Khoury-Kassabri, M., Attar-Schwartz, S., & Zur, H. (2014). Israel	Cross-sectional study	Child Abuse & Neglect	• To explore whether corporal punishment serves as a mediating factor in the relationship between several maternal characteristics.	• A total of 2,447 mothers completed anonymous, structured, self-report questionnaires.	*Tools:* • Strengths and Difficulties Questionnaire • The Dimensions of Discipline Inventory • Self-Efficacy for Parenting Tasks Index-Toddler Scale (SEPTI-TS) • Occupational Stress Item • Measurement of Social Support • Demographic Information and SES Measure	• Mothers strongly agree with using of corporal punishment. • Mothers of boys, mothers with lower self-efficacy to discipline children, and mothers who stated that their husbands' participation in child-rearing is lower are more likely to use corporal punishment.
6.	"Parent's perspective on child rearing and corporal punishment."	Donoso, M. T., & Ricas, J. (2009). Brazil	Qualitative study	Rev Saude Publica.	• To describe parents' current perception of corporal punishment associated with child rearing and its practices	• Sample: 31 family members whose children were warded due to child abuse complaints	• Semi-structured interviews • The data were organized into themes and categories.	• Physical punishment was considered a permitted and suitable resource for rearing children. • Parents who disagree with physical punishment, admitted to having beaten their children. • The changes were found in perception regarding the intensity and forms with which physical punishment is applied.

7.	"Inappropriate child-rearing practices as perceived by Jewish immigrant parents from the former Soviet Union."	Shor, R. (1999). Israel	Descriptive research	Child Abuse & Neglect	• To explore what Jewish immigrant parents from the Former Soviet Union consider to be appropriate and inappropriate child-rearing practices.	• Sample: 273 immigrant parents • The mean age was 39.48 (*SD*=8.84), • 70.7% were women. • 70.3% had a university degree.	• Face-to-face interviews • A semi-structured questionnaire • Quantitative analysis	• Reasons for justifying physical punishment were; (a) Socially unacceptable child's behaviors (e.g., stealing), (b) Physically or verbally abusive behaviors, (c) A type of punishment when the other approaches have failed to discipline, (d) When a child displays disobedient behaviors, • 63% of the sample stated that they could use physical punishment toward boys, • 41% of the sample stated they could use physical punishment towards girls.

FREQUENCY, MULTIFACETED HEALTH EFFECTS AND RECOMMENDATIONS FOR CORPORAL PUNISHMENT IN CHILDREN: A SYSTEMATIC REVIEW

Bengisu Akoğlu[1], Ayşegül Şimşek[2]

[1]*İstanbul Gelişim University, Faculty of Health Sciences, Department of Nursing, Istanbul-Türkiye, e-mail: bengisuakogluuu@gmail.com*

[2]*Marmara University, Faculty of Health Sciences, Department of Pediatric Nursing, Istanbul-Türkiye, e-mail: asimsek@marmara.edu.tr*

ABSTRACT

The issue of corporal punishment has emerged in different ways from past to present. When the studies on children and corporal punishment are evaluated in the literature, it is seen that the effects of punishment continue into adulthood and that it has become not only an individual but also a social problem. When the punishments imposed by someone older than the child for undesirable behaviors show persistence in terms of duration and size, the negative results also increase. Based on this, the aim of this study was to review the frequency and effects of corporal punishment by evaluating the studies on corporal punishment in children. The study was conducted according to PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) reporting. Randomized, non-randomized, experimental, cohort, descriptive, pretest-posttest studies evaluating the frequency and effects of corporal punishment in children were evaluated; only studies published in PubMed and Google Scholar electronic databases in Turkish and English between 2014 to 2024 were considered. The words “corporal punishment”, “child” and “violence against children” were searched in Turkish and English. The studies were selected after being evaluated separately by two independent researchers. Of the 10113 studies searched, 12 (5 randomized controlled-experimental, 1 non-randomized experiment, 1 cohort, 1 mixed type study and 4 descriptive) were included; 5 of them were A-1b in terms of levels of evidence. The rate of corporal punishment was reported to be over 50%. It was found that corporal punishment was frequently associated with low economic status or parental experience of corporal punishment. It was found that corporal punishment was more common in the preschool period and showed itself as peer violence at school. Parents were found to frequently abuse physical violence at home. Corporal punishment was found

to cause sleep, behavioral and mental health disorders, decreased school performance, school inadaptation and escape from school in children. It was reported that the use of violence decreased with coping and alternative strategy training/support given to parents. It has been found that physical punishment is more common in preschool period. Punishment should be avoided for not doing what is asked, doing what is taught wrong and teaching the right way. Corporal punishment has been found to cause sleep disorders, attention disorders and lack of adaptability in children. In order to avoid corporal punishment, it is recommended to encourage positive parenting strategies and teach children to approach the problem from different perspectives. For this purpose, it is recommended that parents, teachers, and health professionals in the field of pediatrics work together with a multidisciplinary approach from a holistic perspective.

Keywords: Corporal punishment, health, physical punishment, violence against children

INTRODUCTION

When the concept of punishment is examined, it is known that there are many types, and that corporal punishment is the most frequently applied. Corporal punishment is the physical pain given to a person as a result of not showing the desired behavior or exhibiting the undesired behavior (Chen et al., 2021). In the case of children, it can be defined as inflicting physical pain on the child's body with the intention of behavioral control and acquiring the correct behavior (Ozbay et al., 2024).

When the reasons underlying the application of corporal punishment are to be examined, it is necessary to know the characteristics and lifestyles of the parents before the child (Gomba, 2015). The family should be recognized with a holistic approach that includes many factors such as communication and relationships in the home environment, the family's level of education, and socioeconomic status. On the other hand, the culture of a country; the value it gives to children and family structures are also important in understanding corporal punishment. While in some countries, all examples of corporal punishment are considered physical abuse, in others, this method, which is used against the child's negative behaviors, especially when raising the child, can also be accepted as a means of creating discipline (Çetin & Taşkın, 2014).

Parents' use of punishment to ensure that their children acquire correct or incorrect behaviors or learn rules does not always mean abuse. However, regardless of the purpose, any type of physical punishment used for educational purposes means physical abuse. It has been reported that the rate of corporal punishment in children was 44.5% in Myanmar (Linn et al., 2022). In many parts of the world, including within the home, all forms of corporal punishment by parents against children have been legally prohibited. When we look at the

countries that have introduced laws to protect children in this regard, the latest example is Tajikistan's implementation in 2024. Worldwide, it is reported that despite laws against corporal punishment, about 10% of children are still unprotected (End Corporal Punishment, 2024). Corporal punishment of children is a major public health concern; physical punishment also violates children's rights and may negatively impact children's long-term well-being (Linn et al., 2022). Another key aspect is whether the parents experienced corporal punishment during their own childhood and upbringing. A parent who was subjected to corporal punishment during their upbringing and is now raising their own child will naturally not hesitate to use corporal punishment. For this reason, this concept of corporal punishment will be passed down from generation to generation and will cause greater physical and psychological problems in the child in the long term.

In this systematic review, studies published in Turkish and English on corporal punishment, which has negative effects on children's health, were systematically analyzed and current academic approaches and research trends on this subject were revealed. As a result of the study, it was emphasized that the health aspects of this punishment method that children are exposed to should be addressed in a holistic manner. It was stated that the studies to be conducted to prevent this punishment method will have visible physical and psychological positive effects on the child and the family. It is thought that this review will serve as an important resource for health professionals working in the field of pediatrics, parents, individuals working in the field of children's rights and all relevant researchers.

Systematic review questions

- What is the frequency of occurrence of corporal punishment in children?
- What are the common health problems in children exposed to corporal punishment?
- Which factors trigger children's exposure to corporal punishment?
-

METHODS

Literature Search

This review was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) flow diagram in Figure 1 (Moher et al., 2020). The keywords “corporal punishment”, “physical punishment”, “child” and “health” were used in Turkish and English languages. PubMed and Google Scholar databases were searched using the keywords between January 2014 and September 2024.

According to the inclusion and exclusion criteria, the studies were evaluated as title, keywords, abstract and main text, respectively.

Inclusion Criteria

- Being a research article
- Being written in Turkish or English
- Being published between January 2014 and September 2024
- Being fully accessible

Exclusion Criteria

- Abstract study
- Being a review, systematic review or validity and reliability research
- Being grey literature

Data Collection

At the beginning of the study, 323 articles were found in the PubMed database and 9,790 in Google Scholar, totaling 10,113 articles. As a result of the evaluations made in line with the inclusion and exclusion criteria, 12 articles were included in the scope of the study. The selection of studies that met the systematic review criteria and the data extraction processes were carried out by two researchers (BA, AŞ). The final review of the systematic review was completed by the researchers (BA, AŞ).

Ethical Aspects of the Study

The study data were collected from the internet, open access databases. The Helsinki Declaration of Human Rights was followed at all stages.

RESULTS

Of the 12 studies included in the systematic review, 5 were randomized controlled-experimental, 1 non-randomized experimental, 1 mixed type study, 1 cohort and 4 were descriptive. 7 of these were A-1b in terms of level of evidence. Information on the studies is provided in Table 1.

The studies were conducted with children and their parents. The sample sizes in the studies ranged from 149 to 19,668. In studies, Shanghai Children's Health, Education and Lifestyle Evaluation, Preschool (SCHEDULE-P), Stress and Adversity Inventory, World Health Organization Program for Prevention of

Blindness (WHO/PBL) eye examination form, Scale Form for Diagnosing Signs and Risks of Child Abuse and Neglect, Alabama Parenting Survey, Parenting Stress Scale, Center for Epidemiologic Studies Depression Scale, Revised Conflict Tactics Scale Short Form, UNICEF Multiple Indicator Cluster Survey, Strengths and Difficulties Questionnaire, Child Depression Inventory short form, Household Hunger Scale; It includes parent-report and child-report, ISPCAN Child Abuse Screening Tool and forms prepared by researchers, as well as demographic forms in addition to these forms.

DISCUSSION

Child violence is a critical public health issue (Gilbert et al., 2009). Abuse, bullying, sexual violence, intimate partner violence, youth violence, and psychological violence have been reported as categories of violence that may affect children (World Health Organization, 2020). Child maltreatment refers to all forms of psychosocial and sexual abuse committed against children, as well as commercial or other exploitation of children. All of these forms of abuse harm the health, survival, development, and dignity of the child (World Health Organization, 2021). This study includes a compilation of the frequency of corporal punishment applied to children, the factors that lead to it, and the health problems that may arise.

The importance of behaviors and practices during childhood in the growth and development of the child is known. There are many opinions about the harmful results of corporal punishment applied to the child during this period and its inadequacy in correcting the child's behavior. In the study conducted by Bilgin in 2008 with 389 students to determine the frequency and causes of corporal punishment, it was reported that 53.2% of the students experienced corporal punishment (Bilgin, 2008). In the findings on this subject, it was found that children who were beaten frequently and severely had a high potential to develop anti-social behaviors (Grusec & Goodnow, 1994; Straus et al., 1997), and negative issues such as the child's acceptance of the pain he felt and normalizing the application of this pain to others will lead to serious psychological problems as well as physical effects on the child's growth and development. Receiving corporal punishment and the future psychological problems of a child or adolescent (such as depression and suicide) are linked to each other (Bilgin, 2008; Giles-Sims et al., 1995).

A study from the United States suggests that corporal punishment enhances the neural response to children’s mistakes and reduces the neural response to rewards, which may increase symptoms and risk of anxiety and depression. Participants who had been exposed to corporal punishment throughout their lives reported more anxiety and depressive symptoms. Experiencing corporal punishment increases the likelihood of making mistakes and is associated with indifference to mistakes as they are made and blunted reward-positivity

behaviors. As parents' harshness and inconsistency in punishment increase, healthy development, especially with regard to the brain, is not possible and neurological problems can be seen (cortical thinning in the brain, etc.). This provides concrete information about the connections between parenting behaviors and child neurodevelopment. Children may show progressive impairments in cognitive, neuromotor and social functions. In a study, it was reported that parental behaviors in adolescence are associated with brain development and disrupt the functional structure of the brain (Chen et al., 2021; Whittle et al., 2022). This situation stops or regresses the development and maturation of mental activities. As a result, children exposed to corporal punishment will be children who lag their peers and have impaired mental processes.

Although corporal punishment is a physical form of behavior, it can also cause psychosocial problems in children. In a study conducted by Mahlangu et al., (2021) with 3743 students in 24 public schools in South Africa, it was reported that 52% of the students had experienced CP at school in the last 6 months. This rate was found to be higher in males. It has been reported that student behavior is related to the home and school environment, and that low socioeconomic status increases the risk. It has been reported to have a direct negative effect on students' mental health (Mahlangu et al., 2021). When we consider humans as holistic beings, it can be said that a problem in a single area affects not only that area but also all aspects of the person.

Negative childhood experiences refer to traumatic events experienced by an individual during the first 18 years of their life during their growth and development. Looking from past to present, researchers have conducted the necessary research to state that individuals who have experienced adverse childhood experiences may face chronic diseases such as respiratory diseases, gastrointestinal diseases, heart diseases and somatic pain in addition to psychological problems. These individuals show the same practices to their children as they transition to parenthood after taking the step into adulthood. The concept of psychopathology that should be recalled in this position is that parental psychopathology itself is a predictor related to child psychopathology. In a study, it was reported that parents' own negative childhood experiences (62.5% had negative childhood experiences) were associated with parenting behaviors (psychological problems and tendency to use physical punishment) (Wattanatchariya et al., 2024). Similarly, the study by Burani et al., (2023) examined the effect of physical punishment on neurocognitive systems in adolescents. As a result, it was reported that those who had experienced lifetime corporal punishment in the sample group with an average age of 11 showed more anxiety and depressive symptoms (Burani et al., 2023).

On the other hand, the closer and more cumulative exposure a child has to corporal punishment, the higher the risk of developing sleep disorders in that child. Corporal punishment can affect the formation of good sleep

habits due to a negative relationship with falling asleep (Wang et al., 2024). Wang et al.'s (2024) study examined the relationship between corporal punishment and sleep disorders in preschool children. As a result of the study, it was reported that those exposed to physical punishment had sleep disorders, and there was a parallel relationship between increased frequency and severity of punishment and sleep disorders (Wang et al., 2024).

Acute or chronic problems may occur because of corporal punishment. This is proportional to the severity of the punishment. Skin problems (cuts, burns, bite marks, etc.) are frequently seen, and this can be followed by head injuries. In one of the studies we reviewed, it was reported that this condition was detected as an eye injury. In a study, the cause of eye injuries among primary school children was examined (Okpala et al., 2015) As a result, it was found that it was mostly seen in boys under the age of 15 and occurred due to corporal punishment.

In addition to the severity of corporal punishment, its frequency and duration are also important factors. The effects of continuous punishments can be seen not only in the family also in the social and school environment of the child. In a study conducted with 1752 children in schools in Pakistan, corporal punishment, peer violence at school, food safety, academic performance and school attendance were examined. They stated that in 91.4% of boys and 60.9% of girls experienced physical punishment at school, while 60.3% of boys and 37.1% of girls faced it at home. They concluded that poor children were exposed to more punishment, and that nutrition was associated with physical punishment, affecting school performance and the emergence of peer violence (Khuwaja et al., 2018). In a similar study conducted in Taiwan, the effect of parental attitudes and behaviors towards corporal punishment on child depression and violent tendencies was examined. And positive parental attitudes towards corporal punishment were found to reduce psychosocial problems in children (Chen et al., 2021).

It is important to investigate the underlying reasons for parents' tendency to violence and to develop strategies for this. When the situations that lead parents to this are determined and prevention mechanisms are put into action, violence can be prevented. In the studies conducted by Santini et al., (2017) and Skar et al., (2021), the use of violence by parents and the effect of education on this were examined. In one of the studies, it was reported that the rate of corporal punishment against children decreased (Santini et al., 2017). In the other study, it was reported that intimate partner violence decreased but violence against children continued (Skar et al., 2021). In the study conducted by Francis et al., (2023), the effect of an education program for parents in early childhood to prevent violence against children was evaluated. As a result of the program, it was reported that parents started to use positive alternative discipline strategies and as a result, their use of

violence against children decreased and positive practices increased (Francis et al., 2023). In a similar study conducted in Tanzania, parenting and economic empowerment programs were reported to reduce parents' tendency towards violence and physical abuse (Lachman et al., 2020). In a study conducted in Myanmar, it was reported that the rate of corporal punishment was high and was mostly seen in the form of hitting. In addition, it was reported that gender, age, education level, place of residence, family type, socioeconomic level, gender of the caregiver and the caregiver's attitudes towards physical punishment were related to corporal punishment (Linn et al., 2022). These studies show the importance of determining the situations that lead the parent to punish.

Corporal punishment in children from the perspective of health professionals

Attitudes and behaviors towards children have been shaped by developments in education, science and technology (Şan et al., 2019). These developments are also taking place in the field of health, thus reducing child morbidity and mortality rates. Despite these developments, negative attitudes and behaviors towards children continue (Kara, 2004). Abuse has an important place in these negative attitudes. In order to prevent this:

- The first stage is to create protection programs for children, families, and society, which means preventing without.
- The second stage is to identify and protect children who are subject to abuse.
- The third stage is to reduce the recurrence of abuse and deaths due to abuse (Şan et al., 2019)

In this context, health professionals should be trained on abuse. Their training should be planned in line with the concepts of prevention, recognition, treatment, and rehabilitation. Detection of abuse, early recognition of risky situations; taking the child to a safe environment without being harmed in case of abuse, meeting their needs; taking precautions for the child and their family and providing training, rehabilitation and reintegration strategies should be included in the training. In addition, an ethical and moral approach should be exhibited in the diagnosis and treatment of physical punishment.

CONCLUSION

As a result, it has been observed that physical punishment is still used in controlling children's behavior and educating children. It has been reported that physical punishment has not only physical effects but also psychosocial effects. Family factors, especially parental characteristics, have significant effects on the use of punishment, its severity and frequency. If there is physical punishment in the family, this is also reflected in

the school and social environment. As a result of violence, children experience psychological, physical and mental problems, growth and development problems, and sleep problems, while behaviors such as maladjustment at school and peer violence can be added to this. It has been reported that developing alternative positive behaviors instead of corporal punishment by parents partially reduces the rate of resorting to violence. Based on this information:

- Physical punishment of children is unacceptable,
- Countries should determine and implement strategies in line with Article 16 of the United Nations Sustainable Development Goals (Ending all forms of neglect and abuse against children),
- It is recommended that parents use alternative strategies to manage children's behavior and develop parental self-management skills to reduce violence against children.
- It is recommended that inconsistencies in parents' attitudes and behaviors regarding discipline and emotional self-management be addressed.
- It is recommended that positive parenting strategies be provided to all segments of society in a planned and programmed manner according to need.
- It is recommended that health professionals be informed about all forms of violence, neglect, and abuse against children, including corporal punishment, and monitor this situation.

REFERENCES

Bilgin A. (2008). A study about corporal punishment in families. *Ankara University Journal of Faculty of Educational Sciences, 41*(1), 29-50. https://doi.org/10.1501/Egifak_0000000184

Burani, K., Brush, C. J., Spahr, C., Slavich, G. M., Meyer, A., & Hajcak, G. (2023). Corporal punishment is uniquely associated with a greater neural response to errors and blunted neural response to rewards in adolescence. *Cognitive Neuroscience and Neuroimaging, 8*(2), 210-218. https://doi.org/10.1016/j.bpsc.2022.09.004

Chen, J. K., Pan, Z., & Wang, L. C. (2021). Parental beliefs and actual use of corporal punishment, school violence and bullying, and depression in early adolescence. *International Journal of Environmental Research and Public Health, 18*(12), 6270. https://doi.org/10.3390/ijerph18126270

Cochrane Effective Practice and Organisation of Care Group (EPOC). (2017). EPOC Resources for review authors. http://epoc.cochrane.org/epoc-specific-resourcesreview-authors.Access date: 05.10.2022

Çetin, S. K., & Taşkın, P. (2014). Child protection against corporal punishment in schools. *Karadeniz Sosyal Bilimler Dergisi, 7*(02), 1-15. https://dergipark.org.tr/tr/pub/ksbd/issue/16219/169871

End Corporal Punishment. (2024). Global Initiative to End All Corporal Punishment of Children, States prohibiting all corporal punishment of children. https://endcorporalpunishment.org/

Francis, T., Packer, D., & Baker-Henningham, H. (2023). A qualitative evaluation of the mechanisms of action in an early childhood parenting programme to prevent violence against children in Jamaica. *Child, Care and Health Development, 49*(3), 579-590. doi: 10.1111/cch.13074.

Gomba, C. (2015). Corporal punishment is a necessary evil: Parents' perceptions on the use of corporal punishment in school. *Educational Research Association the International Journal of Research in Teacher Education, 6*(3), 59-7. https://dergipark.org.tr/en/download/article-file/90285

Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology. 36*(4), 567-89. doi: 10.1007/s10802-007-9201-9.

Kara, B., Biçer, Ü., & Gökalp, A. S. (2004). Çocuk istismarı. *Çocuk Sağlığı ve Hastalıkları Dergisi, 47,* 140-151.

Khuwaja, H. M. A., Karmaliani, R., McFarlane, J., Somani, R., Gulzar, S., Ali, T. S., Premani, Z. S., Chirwa, E. D., & Jewkes, R. (2018). The intersection of school corporal punishment and associated factors: Baseline results from a randomized controlled trial in Pakistan. *PLoS One. 13*(10), e0206032. doi: 10.1371/journal.pone.0206032

Lachman, J., Wamoyi, J., Spreckelsen, T., Wight, D., Maganga, J., & Gardner, F. (2020). Combining parenting and economic strengthening programmes to reduce violence against children: a cluster randomised controlled trial with predominantly male caregivers in rural Tanzania. *BMJ Global Health, 5*(7), e002349. https://doi.org/10.1136/bmjgh-2020-002349

Linn, N., Kallawicha, K., & Chuemchit, M. (2022). The use of corporal punishment against children in Myanmar: An analysis of data from the 2015-2016 Myanmar Demographic and Health Survey. *Child Abuse and Neglect. 131,* 105692. doi: 10.1016/j.chiabu.2022.105692

Mahlangu, P., Chirwa, E., Machisa, M., Sikweyiya, Y., Shai, N., & Jewkes, R. (2021). Prevalence and factors associated with experience of corporal punishment in public schools in South Africa. *PLoS One. 16*(8), e0254503. doi: 10.1371/journal.pone.0254503

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Prisma Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *PLoS Med. 6*(7), e1000097. https://doi.org/10.1371/journal.pmed.1000097

Okpala, N. E., Umeh, R. E., & Onwasigwe, E. N. (2015). Eye Injuries Among Primary School Children in Enugu, Nigeria: Rural vs Urban. *Ophthalmology and Eye Diseases, 7,* 13-19. https://doi.org/10.4137/OED.S18659

Ozbay, A., Asagidag, R., & Eker, E. (2024). The effects of the child physical abuse on the children's mental health. *Journal of Experimental and Clinical Medicine, 41*(1), 192-200. doi: 10.52142/omujecm.41.1.32

Gilbert, R., Widom, C. S., Browne, K., Fergusson, D., Webb, E., & Janson, S. (2009). Burden and consequences of child maltreatment in high-income countries. *Lancet, 373*(9657), 68-81. 10.1016/s0140-6736(08)61706-7

Santini, P. M., & Williams, L. C. A. (2017). A randomized controlled trial of an intervention program to Brazilian mothers who use corporal punishment. *Child Abuse and Neglect, 71,* 80-91. doi: 10.1016/j.chiabu.2017.04.019

Skar, A. S., Sherr, L., Macedo, A., Tetzchner, S. V., & Fostervold, K. I. (2021). Evaluation of parenting interventions to prevent violence against children in Colombia: A randomized controlled trial. *Journal of Interpersonal Violence, 36*(1-2), NP1098-NP1126. doi: 10.1177/0886260517736881

Şan, İ., Bekgöz, B., & Ulucan Özkan, E. (2019). Awareness Levels of Emergency Medical Services Professionals on Child Neglect and Abuse: A Study in Ankara. *Tıbbi Sosyal Hizmet Dergisi,* (13), 10-29. https://doi.org/10.46218/tshd.797661

United Nations (2020). Transforming our world: The 2030 Agenda for Sustainable Development. Sustainable development goals; Knowledge platform. https://sustainabledevelopment.un.org/post2015/transformingourworld

United Nations Children's Fund (UNICEF) (2020). Violent discipline. Child protection. https://data.unicef.org/topic/child-protection/violence/violent-discipline/

Wang, Z., Tang, Y., Ordway, M., Cui, N., Rong, T., Deng, Y., Li, W., Liu, J., Zhao, M., Jiang, F., & Wang, G. (2024). The time sensitive and dose-responsive association between parental corporal punishment and sleep disturbances in preschoolers: A prospective cohort study. *Child Abuse and Neglect, 154,* 106866. https://doi.org/10.1016/j.chiabu.2024.106866

Wattanatchariya, K., Narkpongphun, A., & Kawilapat, S. (2024). The relationship between parental adverse childhood experiences and parenting behaviors. *Acta Psychological (Amst), 243,* 104166. doi: 10.1016/j.actpsy.2024.104166

Whittle, S., Pozzi, E., Rakesh, D., Kim, J. M., Yap, M. B. H., Schwartz, O. S., Youssef, G., Allen, N. B., & Vijayakumar, N. (2022). Harsh and inconsistent parental discipline is associated with altered cortical development in children, biological psychiatry. *Cognitive Neuroscience and Neuroimaging, 7*(10), 989-997. https://doi.org/10.1016/j.bpsc.2022.02.001

World Health Organization, (2020). World Health Organization Violence against children. https://www.who.int/news-room/fact-sheets/detail/violence-against-children.

World Health Organization. (2024). INSPIRE: Seven strategies for Ending Violence Against Children, 18. https://www.who.int/publications/i/item/inspire-seven-strategies-for-ending-violence-against-children

Table 1. Descriptions of the Studies

	AUTHORS, YEAR, COUNTRY	STUDY DESIGN/DATA COLLECTION TOOL	TITLE OF THE STUDY	AIM OF THE STUDY	SAMPLE GROUP AND SAMPLE SIZE	MAIN FINDINGS	LEVEL OF EVIDENCE
1	Mahlangu et al., 2021 Africa	A cluster randomized controlled trial study	Prevalence and factors associated with experience of corporal punishment in public schools in South Africa	This study aimed to determine the prevalence of students' experiences and associated factors, and to examine the pathways leading to students' CP experiences in school.	24 schools 3743 students School reinforcement intervention including life orientation teaching (life skills, guidance, and counselling) and parent-youth relationship intervention support. School reinforcement intervention only (life orientation teaching support) No intervention in control group.	52% experienced CP in the last 6 months Higher rates in men found to be associated with CP in home and school environments. Low socioeconomic status increases exposure to CP.	**A-1b**

2	Khwaja et al., 2018 Pakistan	A cluster randomized controlled trial study Demographic data Corporal punishment at school scale Peer Victimization Scale A Peer Perpetration Scale Children's Depression Inventory II (CDI-2)	The intersection of school corporal punishment and associated factors: Baseline results from a randomized controlled trial in Pakistan	Determining the prevalence of CP in school, level of peer violence and associated factors according to gender	40 schools 11-14 years old 1753 students	Exposure to physical punishment, more common in boys, in the last month, CP is mostly applied at home, Psychological problems and maladjustment at school have emerged as a result of CP	**A-1b**
3	Skar et al., 2021 Colombia	Randomized controlled trial study Survey	Evaluation of Parenting Interventions to Prevent Violence Against Children in Colombia: A Randomized Controlled Trial	It aimed to evaluate parenting interventions to prevent violence against children in Colombia.	176 parents of 3-4-year-old children Organized Community Activities in Children's Centers and International Child Development Program (CA + ICDP) CA, ICDP and Preventive Violence Curriculum (CA + ICDP + VC) CA Only	58.5% of parents were subject to violence, 98.3% used CP to discipline their children, and a decrease in intimate partner violence was reported in all groups, but no decrease was found in violence against children. In the comparison group, a decrease was seen in those attending children's centers and other social activities.	**A-1b**

4	Francis et al., 2023 Jamaica	A cluster randomized trial study Irie Homes Toolbox Parenting program	A qualitative evaluation of the mechanisms of action in an early childhood parenting program to prevent violence against children in Jamaica	To investigate parents' and teachers' perceptions of how the program influenced parents' use of violence against children.	115 parents with children in 9 kindergartens	A preschool-based, early childhood, violence prevention, parenting program produced significant decreases in parental VAC use and increases in parental positive practices. It provided the development of positive strategies and self-management instead of punishment.	**A-1b**
5	Bilgin, 2008 Türkiye	Descriptive study Survey	A study on physical punishment in families	Determining the prevalence of corporal punishment in Turkish families	389 university students	53.2% of the students had experienced corporal punishment, while 46.8% had not.	C-3

6	Wang et al., 2024 China	Prospective Cohort Study Shanghai Child Health, Education and Lifestyle Evaluation, Preschool (SCHEDULE-P).	The time sensitive and dose-responsive association between parental corporal punishment and sleep disturbances in preschoolers: A prospective cohort study	To examine whether parental use of corporal punishment is associated with increased risk of concurrent and subsequent sleep disorders among preschool children and whether the relationship is time-sensitive or dose-sensitive.	Preschool students	A time-sensitive and dose-responsive relationship between physical punishment and sleep disturbance has been reported in preschool children. The risk of sleep disturbance increases with continued exposure to physical punishment.	C-3
7	Wattanatchariya et al., 2024 Tailand	Descriptive Study Demographic data Adverse Childhood Experiences (ACE) Questionnaire Depression Anxiety Stress Scales (DASS-21) Alabama Parenting Questionnaire (APQ) parent form	The relationship between parental adverse childhood experiences and parenting behaviors	It was aimed to examine the prevalence of parents' adverse childhood experiences, the relationship between parenting behaviors, and the effect of mental health mediating parenting behaviors.	Parents of 403 children aged 6-18	62.5% of parents reported at least one ACE ACEs, especially physical exercise, have been reported to be associated with mental health problems such as depression, anxiety, and stress.	C-3

8	Burani et al., 2023 USA	A multisite longitudinal descriptive study Stress and Adversity Inventory Measures of anxiety and depressive symptoms	Corporal Punishment Is Uniquely Associated with a Greater Neural Response to Errors and Blunted Neural Response to Rewards in Adolescence	It is aimed to explain the effect of physical punishment on error- and reward-related neural activity and the reward/punishment relationship of the severity, timing, frequency or duration of physical punishment.	149 children aged 11-14	Those exposed to lifetime corporal punishment reported more anxiety and depressive symptoms. Experience of corporal punishment was associated with greater error-related negativity and blunting of reward. Corporal punishment has been reported to enhance neural responses to errors and reduce neural responses to rewards, which has been reported to increase risk for anxiety and depressive symptoms.	C-3
9	Whittle et al., 2022 Australia	Experimental trial study Magnetic resonance imaging of the brain Alabama Parenting Questionnaire Child Behavior Checklist Children's Depression Inventory Multidimensional Neglectful Behaviour Scale Spence Children's Anxiety Scale	Harsh and Inconsistent Parental Discipline Is Associated with Altered Cortical Development in Children	The aim of the study was to investigate the relationship between parenting behaviors and structural brain development during the transition from childhood to adolescence.	246 children and their parents, aged 8 to 13 years, providing 436 magnetic resonance imaging datasets	Higher levels of harsh/inconsistent parental discipline have been associated with reduced surface area and cortical thinning in some areas of the brain.	B-2a

10	Chen et al., 2021	Descriptive Study Parent and Child Survey Parents' Beliefs About Corporal Punishment Actual Use of Corporal Punishment Student Victimization by Students, Student-to-Student Bullying, and Mistreatment by School Teachers (In. California School Climate and Safety Survey) Brief Symptom Assessment Scale-Depression	Parental Beliefs and Actual Use of Corporal Punishment, School Violence and Bullying, and Depression in Early Adolescence	The aim of the study was to determine the relationship between parents' attitudes towards physical punishment and children's depression and involvement in school violence.	491 students and their parents	As a result of parental attitudes towards physical punishment, the use of physical punishment was found to be associated with depression and involvement in school violence in both genders.	C-3

11	Lachman et al., 2020 Tanzania	A parallel cluster randomized controlled trial study Parent report Child report Early childhood observation assessments	Combining parenting and economic strengthening programs to reduce violence against children: a cluster randomized controlled trial with predominantly male caregivers in rural Tanzania	Determining the effects of parenting and economic empowerment programs on child maltreatment	Families of 248 children aged 0-18 3 groups of 12 sessions: Parenting program Agricultural business training Parenting and agricultural business	After treatment, parents and children who received combined education reported less maltreatment. Parents in villages that engaged in agriculture alone reported less approval of corporal punishment, fewer behavioral problems in their children, and household wealth, while their children reported more abuse and less positive parenting.	A-1b
12	Okpala et al., 2015 Nigeria	Mixed type study A semi-structured questionnaire form World Health Organization Blindness Prevention Program eye examination form	Eye Injuries Among Primary School Children in Enugu, Nigeria: Rural vs Urban	To determine the prevalence, common causes and patterns of eye injuries among primary school children.	Children aged 6-15 years. Children aged <15 years in two randomly selected primary schools in urban and rural areas.	Eye injuries due to corporal punishment occur predominantly in boys in rural areas.	C-3
VAC: violence against children: CP: Corporal punishment							

EFFECTS OF CORPORAL PUNISHMENT ON CHILDREN WITH OBESITY

Perla Orozco Naranjo[1] MPH, BN, RN, Mildred Damaris Pacheco[2], Juan Fernando Ovalle Velázquez[2], Juana Mercedes Gutiérrez Valverde[3] DSN, MSN, BN, RN

[1]Universidad Autónoma de Nuevo León, Faculty of Nursing, México, e-mail: perla.orozcon@uanl.edu.mx

[2]Universidad Autónoma de Nuevo León, Faculty of Nursing, México, Nursing Student

[3]Universidad Autónoma de Nuevo León, Faculty of Nursing, México

ABSTRACT

Adverse experiences in children with obesity because of corporal punishment turn out to be a potential risk factor for the development of physical, behavioral, and psychological discomfort, and other outcomes of poor health in adulthood, in addition to the cognitive impact that can act in conjunction with other physiological alterations induced by stress in childhood that leads to an increase in body mass index (BMI). On the other hand, severe parenting is related to externalized (behavioral problems) and internalized symptoms (emotional problems) of the child. Objective of this study is to describe the effects of corporal punishment in children with obesity. A descriptive documentary review was carried out in the PubMed and Cochrane Library databases of the last 10 years and 10 articles that met the search criteria established in English and Spanish were selected. The relationship between corporal punishment and BMI varies according to the type of abuse, biological sex, and time. Relative to time, 18 years was the earliest age at which an association between corporal punishment and BMI emerged for both sexes. In addition, child maltreatment is linked to several atypical cognitive processes (increased control of social threats, executive dysfunction, increased emotional reactivity, and reduced sensitivity to reward), which influence maladaptive behaviors that likely mediate increased risks of obesity and traumatic experiences in adulthood. It is estimated that the greatest impact on negative effects on children with obesity and corporal punishment arise in early adulthood possibly because of early experiences of maltreatment that alter the developing brain and change the way individuals cope with

later stress, resulting in lower tolerance to stress. An increased susceptibility to engaging in unhealthy coping behaviors (such as binge eating, bulimia, emotional eating, or eating without hunger) and/or more easily retaining excess weight. In addition, obesity in adulthood after childhood maltreatment could be a promoter of systemic inflammation in adulthood, as well as poor impulse control, inadequate sleep, and depression. Finally, the results obtained highlight the detrimental effects of severe parenting and child maltreatment on children's behavior and emotional problems and reaffirm the importance of addressing preventive and treatment interventions.

Keywords: Children, corporal punishment, obesity.

INTRODUCTION

Corporal punishment in children with obesity can have negative effects on both psychological development and the management of their physical condition. In addition, the cognitive impact can act in conjunction with other stress-induced physiological alterations in childhood, leading to an increase in body mass index (BMI) and other poor health problems in adulthood (World Health Organization, 2022).

Psychological effects: Increased stress and feelings of shame

Body punishment generates chronic stress, which can raise cortisol levels, a hormone that contributes to the storage of abdominal fat, which aggravates obesity and hinders the regulation of metabolism (Orellana et al., 2024). This stress also affects children's ability to manage their emotions, increasing the likelihood of turning to food as a coping mechanism, therefore it is related to an increased risk of eating disorders, such as emotional eating or binge eating (Rodríguez et al., 2024). These behaviors are more prevalent in children with obesity, exacerbating their condition.

Children with obesity who are physically punished may develop a conflicting relationship with their own bodies. Shame about their physical appearance can become more intense if they are made to feel that they do not meet the beauty or health standards imposed by caregivers or society. This can lead them to feel ashamed of their body, which can trigger isolation behaviors and avoid situations where their body is visible (such as physical or social activities) (Bauer et al., 2022). In addition, corporal punishment, especially when performed in public (e.g. in front of other family members or in public), can intensify children's sense of humiliation. Children with obesity are especially vulnerable to feeling that their weight is on trial, and punishment can be

seen as confirmation that something is "wrong" with them. This can lead to a strong desire to isolate themself from others or avoid social situations where you may be subject to criticism or ridicule (Schroeder et al., 2022).

Behavioral Effects: Impact on Self-Esteem and Family Relationships

Children with obesity who are subjected to corporal punishment often develop low self-esteem, which can make it difficult to adopt healthy habits. In addition, damage to the parent-child relationship prevents the emotional support needed to cope with obesity (Shamah-Levy & Gregory, 2022). In addition, when a child with obesity is physically punished for their weight or eating habits, the punishment reinforces the idea that obesity is something negative and worthy of correction. The child may feel that his weight is associated with "evil" or "failure," as corporal punishment is designed to impose a negative or controlling response on behavior perceived as inappropriate. This association can fuel a cycle of self-stigmatization, where the child feels that their body is not accepted and must be "changed" at all costs (Bauer et al., 2022).

On the other hand, in studies conducted in low- and middle-income countries to test whether severe parenting is associated with child emotional and behavioral problems, bidirectional effects were found between severe parenting and children's behavioral problems, but only a one-way relationship between severe parenting and children's emotional problems (Bauer et al.,2022; Morales-Alducin et al., 2023).

Health effects

According to the literature, the health consequences of child corporal punishment occur most frequently at age 18 in both women and men, i.e., in early adulthood, possibly because of childhood abuse experiences that alter the developing brain and change the way individuals cope with subsequent stress (Scroeder et al., 2021; Sokol et al., 2019). This results in a lower tolerance to stress, a greater susceptibility to participate in unhealthy behaviors (such as binge eating, bulimia, emotional eating, or eating without hunger) and/or more easily retaining excess weight (Rodríguez et al., 2024).

Obesity in adulthood after childhood maltreatment could be a promoter of chronic and cardiovascular diseases, as well as poor impulse control, inadequate sleep, and depression. In addition, physical punishment can demotivate children from participating in recreational or sports activities, out of fear or disinterest. This perpetuates a sedentary lifestyle, a key risk factor in childhood obesity (Cuartas, 2023).

CONCLUSION

Replacing corporal punishment with positive parenting practices, such as assertive communication and positive reinforcement, can help children develop a healthier relationship with their bodies and implement

sustainable lifestyle changes. The effects described above highlight the importance of exploring research in this field and being able to intervene with preventive actions to avoid adverse experiences in childhood.

REFERENCES

Bauer, A., Fairchild, G., Halligan, S. L., Hammerton, G., Murray, J., Santos, I. S., Munhoz, T. N., Barros, A. J. D., Barros, F. C., & Matijasevich, A. (2022). Harsh parenting and child conduct and emotional problems: parent- and child-effects in the 2004 Pelotas Birth Cohort. *European Child & Adolescent Psychiatry, 31*(8), 1-11. https://doi.org/10.1007/s00787-021-01759-w

Cuartas, J. (2023). Corporal punishment and child development in low- and- middle-income countries: Progress, challenges, and directions. *Child Psychiatry and Human Development, 54*(6), 1607-1623. https://doi.org/10.1007/s10578-022-01362-3

Morales-Alducin, M., Flores Peña, Y., Gutiérrez Valverde, J. M., Trujillo Hernández, P. E., & Ángel García, J. (2023). Parenting stress, maternal feeding styles related to preschooler body mass index. *Nutricion hospitalaria: organo oficial de la Sociedad Espanola de Nutricion Parenteral y Enteral, 40*(6), 1159-1165. https://doi.org/10.20960/nh.04478

Orellana, S. C., Bethlehem, R. A. I., Simpson-Kent, I. L., van Harmelen, A. L., Vértes, P. E., & Bullmore, E. T. (2024). Childhood maltreatment influences adult brain structure through its effects on immune, metabolic, and psychosocial factors. *Proceedings of the National Academy of Sciences of the United States of America, 121*(16), e2304704121. https://doi.org/10.1073/pnas.2304704121

Rodríguez Balseca, V. A., Carmona Martínez, L. P., Jiménez Arriola, J. M., Arrieta Puello, P. K., & Luján Pinzón, J. M. (2024). Child Abuse Through the Ages: A Review of the Literature. *Ciencia Latina Revista Científica Multidisciplinar, 8*(5), 4623-4637. https://doi.org/10.37811/cl_rcm.v8i5.13918

Schroeder, K., Schuler, B. R., Kobulsky, J. M., & Sarwer, D. B. (2021). The association between adverse childhood experiences and childhood obesity: A systematic review. *Obesity Reviews: An Official Journal of the International Association for the Study of Obesity, 22*(7), e13204. https://doi.org/10.1111/obr.13204

Shamah-Levy, T., & Gregory, A. (2022). Childhood obesity: Influence of parental stress and family habits in the management of obesity. UNAM University Digital Magazine. Retrieved from https://www.revista.unam.mx.

Sokol, R. L., Gottfredson, N. C., Poti, J. M., Shanahan, M. E., Halpern, C. T., Fisher, E. B., & Ennett, S. T. (2019). Sensitive Periods for the Association Between Childhood Maltreatment and BMI. *American Journal of Preventive Medicine, 57*(4), 495-502. https://doi.org/10.1016/j.amepre.2019.05.016

World Health Organization. (2022). Impact of corporal punishment on child health and well-being. Retrieved from https://www.who.int.

CONSEQUENCES ON EATING HABITS EXPERIENCED BY CHILDREN WHO SUFFER CORPORAL PUNISHMENT

Perla Orozco Naranjo[1], MPH, BN, RN, Marco Antonio Alemán[2], Juana Mercedes Gutiérrez Valverde[3], DSN, MSN, BN, RN

[1]Universidad Autónoma de Nuevo León, Faculty of Nursing, México, e-mail: perla.orozcon@uanl.edu.mx

[2]Universidad Autónoma de Nuevo León, Faculty of Nursing, México (Nursing Student)

[3]Universidad Autónoma de Nuevo León, Faculty of Nursing, México

ABSTRACT

Childhood plays a critical role in an individual's overall growth and development, and the family takes on a crucial role in their behavior and lifestyle. Corporal punishment that occurs in parenting is related to experiencing negative consequences in eating habits from that stage of life, with lasting effects on their health in adulthood. To describe the consequences on eating habits experienced by children who suffer corporal punishment. A descriptive review of documentary type was carried out in the PubMed, Scopus and Science Direct databases of the last 10 years and 10 articles that met the search criteria established in English and Spanish were selected. Corporal punishment instills in the child expectations of aggression and erodes the attachment bond, with subsequent negative consequences on the relationship between children and their caregivers and the development of eating behavior. Binge eating disorders and restrictions on food intake are examples, which can lead to other diseases in adulthood. Authoritarian parenting styles have been associated with pressuring a child to eat and having restrictive eating behaviors from parents. The existence of corporal punishment in childhood has a negative relationship with the decisions in their eating habits during that stage and the path to adulthood. It is important to achieve advances in this field by conducting studies aimed at parents and culturally diverse populations, so it is essential that health professionals focus prevention and health promotion actions to mitigate these effects, this being an area of opportunity for knowledge and research for the discipline of nursing.

Keywords: Children, corporal punishment, eating habits.

INTRODUCTION

Childhood is a crucial stage in an individual's overall growth and development, and the family plays an important role in children's adoption of healthy behaviors and styles. In this sense, the corporal punishment that sometimes occurs in child-rearing is related to experiencing negative consequences on eating habits from that stage of life, with lasting effects on their health in adulthood (World Health Organization, 2021).

Corporal punishment instills in the child expectations of aggression and erodes the attachment bond, with the consequent negative consequences in the relationship between children and their caregivers and in the development of eating behavior (United Nations Children's Fund, n.d.). Binge eating disorders and restrictions on food intake are examples, which can lead to other diseases in adulthood. On the other hand, authoritarian parenting styles have been associated with pressuring a child to eat and having restrictive eating behaviors from parents. Below, we will list some of the most significant consequences in eating habits that arise from children who suffer corporal punishment.

Emotional Eating Behaviors and Eating Disorders

Emotional eating is associated with overeating in response to stressful behaviors, emotions, and individual feelings, increasing the chances of having a high BMI, being a risk factor for chronic diseases, in addition to triggering disordered eating behaviors, such as anorexia nervosa, bulimia nervosa, and binge eating (Pardo, 2024). Emotionally overeating in childhood predicts disordered eating behaviors and increased adiposity up to 4 years later, while emotional eating can occur in response to positive and negative emotions, most research in this area defines overeating as being used to escape or reduce negative emotions (Dakanalis et al., 2023).

Uncontrolled or impulsive eating implies a partial or total loss of control over eating, i.e., binge eating, manifesting addictive behavior patterns that occur through exposure to potentially addictive foods, since children and adolescents are highly exposed to an obesogenic food environment, represents a group with a higher risk of developing and maintaining obesity, as well as metabolic diseases (Emiroğlu et al., 2023; García-Volpe et al., 2023; Santos et al., 2024). Bidirectional factors with a great impact of these eating behaviors are low self-esteem and body image because late childhood to adolescence represent a stage where these behaviors are more frequent due to physical and psychological changes and the importance given to their body image (Stabouli et al., 2021).

Disordered eating behaviors are highly prevalent in children and adolescents, increasing the risk of developing eating disorders (EDs); these types of behaviors often occur because they have suffered traumatic

experiences during childhood, such as corporal punishments, although the prevalence of eating disorders varies according to the study populations and the criteria used to define them (Rabito-Alcon & Baile, 2021). However, they are of great concern due to their health consequences that can lead to significant deteriorations in health, psychosocial functioning, and quality of life, such as childhood obesity, and that then evolve into intensive interventions to treat it, causing family and peer teasing, perceived social pressure to lose weight, frequent criticism, or harassment (Ministry of Health Mexico, 2023; Pardo, 2024).

In addition to the above, exposure to the media is prospectively related to the development of eating behaviors in adolescents and young people, mainly exposure to images with bodies considered "ideal". Social networks are a medium that makes content available exponentially, quickly, and easily that can act as risk factors for the development of these behaviors and greater impact on self-esteem from a very early age due to the idealization of stereotypes (Rabito-Alcon & Baile, 2021). Therefore, risky, and restrictive eating behaviors are triggered in this population, since body dissatisfaction and concerns for the body are found, which can be accompanied by depressive symptoms, especially for those who internalize the ideal of beauty or maintain disordered diets. Children and adolescents who suffer corporal punishment often find in social networks an "outlet", "escape" or "distraction" from their reality, increasing the risk of absorbing this type of behavior (Cuartas et al., 2022).

Excessive restriction is understood as the low intake in relation to nutritional requirements, which determines a significantly low body weight for age, sex and health status. This alteration in the perception of weight or body image shows excessive concern for thinness, avoids the consumption of foods rich in fats and sugars, practices prolonged fasts, uses laxatives, overcovers their body or compares their body complexion with other people. Its origin is multifactorial and includes genetic factors; environmental, such as breeding; or the relationship with the family and psychiatric illnesses and although many of the diseases are reversible with nutritional recovery, there may be permanent sequelae (Rabito-Alcon & Baile, 2021).

Changes in body perception and body image

Corporal punishment triggers harmful psychological and physiological responses that often intensify as children and adolescents grow up. When they are physically punished, they experience sadness, fear, anger, helplessness, guilt, confusion, and they may feel hurt or unloved, which causes children to think about how to take the blame for the punishment received, which affects their self-esteem and self-image (Cuartas et al., 2022). As a consequence, body image disorders and/or identity disorders can develop due to beliefs that children assume and therefore punish them physically, such as believing that they are bad or there is a

significant body "defect", in addition to presenting deterioration of cognitive and socio-emotional development, especially the regulation of emotions and the ability to resolve conflicts, coupled with anxiety, depression, low self-esteem, unhealthy and even self-injurious behaviors, alcohol and drug dependence, which usually continue into adulthood (Dakanalis et al., 2023).

Food-Related Socialization Behaviors

In relation to parenting styles, if corporal punishment from parents or caregivers is used to control what children eat or how much they eat, this can lead to anxiety and traumatic stress around food. Children may develop a perception that what they eat is a source of conflict or that they are "bad" if they do not meet imposed dietary expectations (Depboylu et al., 2023; World Health Organization, 2021). Similarly, when corporal punishment is used as a normative form or method of discipline, children may adopt these authoritarian strategies, sustaining them in their future through fear and coercion (Trevino et al., 2021).

This fear of food can generate avoidant behavior towards food or, on the contrary, compulsive eating as a coping measure to deal with the stress and anxiety generated by the punishment. One eating habit that can be developed is to start eating in secret, either to avoid punishment from adults, or as an emotional response to stress. At the other extreme, other children may lose their appetite and generate involuntary malnutrition due to the rejection of food caused by traumatic situations (Cuartas et al., 2022; Depboylu et al., 2023). In addition, children who experience corporal punishment may experience difficulty socializing in situations where food is a central food, such as at family gatherings, parties, and even at school. This inability or insecurities to enjoy meals in groups may be due to the emotional burden associated with the traumatic situations they live or experienced (Cuartas et al., 2022).

CONCLUSIONS

The existence of corporal punishment in childhood has a negative relationship with decisions in their eating habits during that stage and the path to adulthood. It is important to make progress in this field by conducting studies aimed at parents and culturally diverse populations; therefore, it would be a priority for health professionals to focus on prevention and health promotion actions to mitigate these effects, this being an area of opportunity for knowledge and research for the discipline of nursing.

REFERENCES

Cuartas, J., Gershoff, E. T., Bailey, D., & McCoy, D. C. (2022). El castigo físico y los resultados en niños, adolescentes y adultos en países de ingresos bajos y medianos: protocolo para revisión sistemática y metanálisis. *Revisiones Sistemáticas, 11*(1), 276.

Dakanalis, A., Mentzelou, M., Papadopoulou, S. K., Papandreou, D., Spanoudaki, M., Vasios, G.K., ... & Giaginis, C. (2023). The Association of emotional eating with overweight/obesity, depression, anxiety/stress, and dietary patterns: A review of the current clinical evidence. *Nutrients, 15*(5), 1173.

Depboylu, G. Y. (2023). Eating behavior styles and factors associated with disordered eating behaviors in early adolescents: Cross-sectional study. *Journal of Health Sciences and Medicine, 6*(6), 1175-1184.

Emiroğlu, E., & Aktaç, Ş. (2023). Food-related impulsivity in the triangle of obesity, eating behaviors and diet. *Black Sea Journal of Health Science, 6*(1), 178-184.

Fondo de las Naciones Unidas para la Infancia. (s/f). Prohibición del castigo corporal y trato humillante. UNICEF. https://www.unicef.org/mexico/prohibici%C3%B3n-del-castigo- corporal-y-trato-humillante

García-Volpe, C., & Murray Hurtado, M. (2023). Eating behaviour disorders: anorexia, bulimia, binge eating. Spanish Society of Pediatric Gastroenterology, Hepatology and Nutrition.

Organización Mundial de la Salud. (2021). Castigos corporales y salud.https://www.who.int/es/news-room/fact-sheets/detail/corporal-punishment-and-health

Pardo Rubio, E. (2024). Systematic review: ED and systemic.

Rabito-Alcon, M. F., Baile, J. I., & Vanderlinden, J. (2021). Mediating factors between childhood traumatic experiences and eating disorders development: A systematic review. *Children, 8*(2), 114.

Santos, G. C. J., de Sousa Fernandes, M. S., Carniel, G., da Silva Garcêz, A., Leandro, C. G., & Canuto, R. (2024). Dietary intake in children and adolescents with food addiction: A systematic review. *Addictive Behaviors Reports, 100531*.

Secretaria de Salud México. (2023). Trastornos de la conducta alimentaria afectan a 25% de adolescentes. Gobierno de México. https://www.gob.mx/salud/prensa/004-trastornos-de- la-conducta-alimentaria-afectan-a-25-de-adolescentes

Stabouli, S., Erdine, S., Suurorg, L., Jankauskienė, A., & Lurbe, E. (2021). Obesity and eating disorders in children and adolescents: the bidirectional link. *Nutrients, 13*(12), 4321.

Trevino, S. D., Kelly, N. R., Budd, E. L., & Giuliani, N. R. (2021). Parent gender affects the influence of parent emotional eating and feeding practices on child emotional eating. *Frontiers in Psychology, 12,* 654237.

DIGITAL PARENTING IN PREVENTING SCREEN VIOLENCE IN CHILDREN

Yeliz Dogan Merih[1], Zehra Acar[2], Derya Kılınç[3]

[1]*University of Health Sciences, Hamidiye Faculty of Nursing, Department of Birth and Women's Diseases Nursing, Istanbul-Türkiye, e-mail: yelizdogan.merih@sbu.edu.tr*

[2]*University of Health Sciences, Hamidiye Faculty of Nursing, Department of Birth and Women's Diseases Nursing, Istanbul-Türkiye, e-mail: zehra.acar@sbu.edu.tr*

[3]*University of Health Sciences, Hamidiye Faculty of Nursing, Department of Pediatric Health and Diseases Nursing, Istanbul-Türkiye, e-mail: derya.kilinc@sbu.edu.tr*

ABSTRACT

The widespread use of mobile devices and mobile viewing among children today has made it a significant part of their daily lives, leading to more frequent encounters with physical violence in digital screen content. Violence depicted on screens holds a special place in the emergence or spread of physical violence within the family. This shift and danger have reshaped parenting roles in modern times, introducing the concept of "digital parenting" into our lives. The impact of watching physical violence digitally and its use in games on children's tendencies toward and experiences with violence is significant. Therefore, it is crucial to address the roles of digital parenting and innovative approaches in preventing physical violence in children. The purpose of this review is to thoroughly analyze studies that assess the impact of physical violence on screens on children and the rise in violent incidents, as well as research on digital parenting approaches, and to systematically evaluate the findings from these studies. In this systematic review, the databases Cochrane, PubMed, Scopus, Google Scholar, and Türkiye Clinics were searched using the keywords "child," "physical violence," "physical violence on screens," "digital parenting," "digital addiction," "the effect of digital games on violent tendencies," "physical violence against children and its effects," and "violent tendencies in children." Research articles conducted and published between 2014 and 2024 were identified. In the search conducted for this purpose, 30 studies were found. Five studies were excluded due to duplication and another five due to insufficient data, resulting in 20 studies being included for evaluation. When the studies were evaluated, it was found that children, being highly vulnerable to digital platforms, can easily turn the physical violence

elements they see and hear on screens into models and may attempt to experience them in real life. It was also found that boys have higher levels of digital game addiction and violent tendencies than girls, and a significant positive correlation exists between digital game addiction and violent tendencies. Violent digital games were shown to increase aggressive behavior and physical violence within the family, and a positive relationship was identified between bullying tendencies and digital game addiction. Furthermore, it was determined that digital parents take on the responsibility of ensuring their children's safe and healthy growth in the digital world and support desirable changes in this regard.

Keywords: Child, digital parenting, physical violence, tendency to violence, violence on screen.

INTRODUCTION

According to data from the Turkish Statistical Institute, the internet usage rate in Türkiye is increasing day by day and reached 88.8% by 2024 (TÜİK, 2024). Digital technologies have an impact on all generations, regardless of age, for purposes such as communicating, obtaining information and having fun in daily life (Turgut & Kurşun, 2019). Children frequently engage in activities such as accessing online multimedia content, using social media, instant messaging, downloading free applications, geolocating, and reading e-books (Small et al., 2020). Although digitalization provides various advantages, it also poses certain risks for children who are considered vulnerable (Söğütlüler & Başer, 2023).

Television, which provides a controlled broadcast flow worldwide and in Türkiye, has been replaced by digital technologies and social media applications where control mechanisms are inadequate (Söğütlüler & Başer, 2023). Children are frequently exposed to violent content, which is encountered in all areas of life with its destructive consequences in leisure time activities, in digital broadcasts from an early age. The frequent display of physical violence in digital environments and children playing games with violent content can lead children to perceive violence not only as a spectator but also as an experience (Ömer, 2024). Content that normalizes or internalizes violence during children's developmental years can negatively affect their behavior and emotional well-being (Ferguson, 2018). In addition, digital media with violent content brings problems such as antisocial personality, uncontrolled behavior, impaired self-control, and attention deficit in children (Lissak, 2018). Repeated exposure to violent content causes sensitization in children, causing them to turn to more intense violent practices in order to obtain the same stimulation (Ferguson, 2018).

The rapid integration of digital technologies into our lives, the gradual decrease in the age of children's exposure to online environments and the active role of parents in this process make the concept of digital

parenting mandatory (Modecci et al., 2022). Digital parenting refers to parents' guiding their children in a safe and healthy way in the digital world, controlling their content choices and regulating their internet usage time (Viner, Davie, & Firth; 2019). Parents' awareness of digital media tools is critical for them to understand what content their children are exposed to. Digital parenting aims not only to protect children from harmful content, but also to teach them healthy internet use habits. It is of great importance for parents to set clear rules about digital media use by being in constant communication with children and directing them to conscious internet use and supporting their social-emotional development in a healthy way (Manap & Durmuş, 2020).

The purpose of this review is to comprehensively evaluate studies that evaluate the effects of physical violence on screens on children and the increase in violent incidents, as well as studies on digital parenting approaches, and to systematically assess the results obtained from these studies.

METHODS

This study aims to review research evaluating the impact of physical violence on screens on children and the increase in violent incidents using a systematic review method. This systematic review questions:

1. What are the aims of the studies?
2. In which years did the studies gain prominence?
3. Who constitutes the sample group of the studies?
4. What are the key findings of the studies?

Study Design

This study was designed as a systematic review, following the PRISMA-P (Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols) protocol (Shamseer et al., 2015). Searches were conducted in the Cochrane, PubMed, Scopus, Google Scholar, and Türkiye Clinics databases.

Exclusion Criteria

Studies that could not be accessed in full text, studies with a limited number of participants ($n < 100$), studies where data were not suitable for comparative analysis, and other reviews were excluded from the scope of the study.

Data Collection

Within the framework of the research questions, systematic review processes were conducted using the Cochrane, PubMed, Scopus, Google Scholar, and Türkiye Clinics databases, with the keywords "Child,"

"physical violence," "physical violence on screens," "digital parenting," "digital addiction," "effects of digital games on violence tendency," "physical violence applied to children and its effects," and "tendency towards physical violence in children." Articles published between 2014-2024 were included. Studies were collected by two researchers (ZA and DK) and independently evaluated by another researcher (YDM).

RESULTS

As a result of examining the databases according to the established criteria and keywords, 30 studies were identified. Five studies were excluded due to duplication and another five due to insufficient data, resulting in 20 studies being included for evaluation. The studies conducted by different researchers between 2014-2024 were reviewed and are presented in Table 1.

Study years: Most of the publications (n=18) in the period covered by the study were conducted in 2018 and later. When the period before 2018 is analyzed, it is seen that two publications were in 2017 (Table 1).

Characteristics of the sample group: In the studies, it was observed that middle school students were frequently preferred as the sample group. It was found that the sample group in nine studies consisted of middle school students, in six studies consisted of high school students, and in five studies consisted of primary and pre-primary school students. Although the sample sizes of the studies varied between 130 and 2209, more than half of the studies (n=13) had a sample size of 300 or more (Table 1).

Main results: When the prominent results of the studies on the subject were evaluated; it was emphasized that children's digital game addiction (DGA) has increased over the years, age, gender (male), friends and digital game playing status in the family are generally effective on addiction levels, DGA and violent games increase the tendency to violence in children, and digital parent practices are effective in reducing DGA (Table 1).

DISCUSSION

With the advancement of technology, the significance of digital games has grown. Children now spend a large portion of their time in front of the computer. This has led to a change in the types of games played. A large number of games, which are reorganized with the ease of access to technology by children, support positive functions such as leisure time evaluation, fatigue and stress reduction, but at the same time, it can normalize violence by containing violent elements in its content (Aydoğdu Karaaslan, 2015). The use of technology affects all developmental areas of children. Digital games should be controlled by adults and children should be kept away from games with inappropriate content (Kangal & Özkızıklı, 2015). Many studies on aggression

show that the problem of aggression behavior is learned and acquired at an early age, and it is very difficult to erase this behavior. For this reason, it is important to resolve some unwanted behaviors in children during the critical period in order to prevent them from becoming permanent (Akçay & Özcebe, 2012).

The impact of digital monitoring of physical violence and its use through games on children's tendencies towards violence and their experiences is quite high. Therefore, it is important to address digital parenting roles and innovative approaches to prevent physical violence in children. The purpose of this review is to thoroughly analyze studies on digital parenting approaches, along with research evaluating the effects of physical violence on children and the rise of violence on screens, and to systematically assess the findings from these studies.

Digital addiction in children was found between 8.7-53.7% in studies conducted abroad and 11.6-38% in studies conducted in Türkiye (Akçay & Özcebe, 2012; Aydoğdu Karaaslan, 2015; Choi, et al., 2009; Dalbudak et al., 2014; Kangal & Özkızıklı, 2015). The lack of standardized diagnostic criteria, the use of different assessment scales, different cut-off values in the scales and the fact that studies are conducted in different cultures lead to different prevalence results (Aktepe et al., 2013).

In the literature, it has been stated that playing digital games leads to dopamine secretion, which is an important neurochemical event that is effective in the development of addiction, and it has been suggested that individuals who play intense games show symptoms similar to substance addiction (Akdağ et al.,2014). It has been reported that those who use the internet for gaming and entertainment purposes are more at risk for digital addiction. Studies have shown that adolescents who are digital game addicts and possible addicts use the internet more to play games (Akdağ et al., 2014; Erboy, & Akar Vural, 2010; Gökçearslan & Durakoğlu, 2014; Günüç, 2013).

The studies included in this review indicate that DGA is steadily increasing, and the issues arising from the widespread presence of this addiction in children's lives have a negative. These effects can be listed as decreasing school success, causing children to waste their time, turning to violence, having problems in social and emotional relationships, being pushed into loneliness, and the emergence of physical disorders (Alexiou & Schippers, 2018; Arslan, 2020; Asoğlu et al., 2018; Evcin & Erzi, 2019; Kocaman et al., 2017). The studies conducted found that boys had higher levels of game addiction compared to girls (Deleş et al., 2018; Erboy & Akar Vural, 2010; Gökçearslan & Durakoğlu, 2014). A significant difference was found in DGA levels according to the ages of children and it was determined that children aged 11-12 years had higher DGA levels than children aged 13-14 years (Deleş et al., 2018; Gülbetekin et al., 2023; Gökbulut, 2020).

Studies have shown that aggression tendency increases as the time spent playing violent computer games increases (Alexiou et al., 2018; Arslan, 2020; Evcin et al., 2019; Güvendi et al., 2019; Güvendi et al., 2019; Gökbulut, 2020). For instance, a study by Hasan, Bègue, and Bushman (2012), involving 136 participants in France, found that the group playing violent computer games had higher "hostile expectations" compared to the group playing skill-based games. In a study conducted by Aydoğdu (2015), 30% of children were negatively affected by violence, 54% approved violence in games, 26% imitated violence in games in their daily lives, 30% stated that violence in games drove them to aggression, 62% stated that they enjoyed aggressive behaviors, 36% felt close to the character in the games and created a character, 45% stated that they thought violence could be a solution in their daily lives

Studies have shown that children who use inappropriate and excessive technological tools have social relationships and school experiences involving physical violence, increased aggression, depersonalization towards violence, lower social competence, and more impulsivity (Alexiou et al., 2018; Arslan, 2020; Backhaus et al., 2023; Evcin et al., 2019; Gökbulut, 2020; Güvendi et al., 2019; Köse et al., 2024; Özbakırcı, 2023). In addition, studies based on cross-cultural comparisons that find that aggression behavior varies across cultures and countries suggest that many cultural influences may cause these differences. Despite this difference observed in aggression behavior, in a meta-analysis study conducted by Anderson et al., (2010), which included approximately 18,000 participants from different countries, in different age groups and with different cultural characteristics, it was concluded that playing violent computer games has an increasing effect on physical aggression behaviors in the long and short term.

The results of the research show that parents prefer the active guidance strategy the most when mediating children's digital games. Parents who preferred the active strategy stated that they interacted with their children in their digital games, followed their games and provided guidance (Beyens & Beullens, 2017; Nevski & Siibak, 2016). It is important for parents to direct, monitor and guide children's interactions with digital tools (Brito et al., 2017; Işıkoğlu Erdoğan, 2019; Nikken & Schols, 2015). Parents' increased adoption of active guidance strategies provides positive support for children's appropriate media use and protection from online risks (Akçay & Özcebe, 2012; Gözüm & Kandır, 2020; Livingstone et al., 2015).

CONCLUSION AND RECOMMENDATIONS

In this study, the effects of physically violent acts on children and digital parenting approaches were examined. According to the research findings, it was determined that there is a link between game addiction and aggressive behaviors in children, and that children who prefer physically violent games exhibit more

aggressive behaviors. In addition, such violent digital games were found to increase the level of physical violence in family and school life. It was revealed that parents' awareness levels about the use of digital technology and methods of protecting children play an important role in preventing physical violence at school and at home and protecting children. Based on the results of the research, the following recommendations were developed: it is recommended that families should be trained on bullying, internet addiction and domestic violence and encouraged to participate in activities to reduce children's screen time.

- Strategies should be developed to prevent digital game addiction and reduce aggression to protect children's mental health.
- Research can be conducted on domestic bullying and digital game addiction.
- Educational activities can be organized to help students understand the connection between the virtual world and real life.
- It is highlighted that nurses play a crucial role in identifying children at risk of digital game addiction and preventing anger and violent behaviors. Nurses' involvement in interventions aimed at recognizing, expressing, and managing anger is of great importance.

These recommendations can serve as guidance for the healthy development of children and the prevention of violence.

REFERENCES

Akbaş, E., & Kilinç Işleyen, E. (2024). The effect of digital game addiction on aggression and anger levels in adolescents: A cross-sectional study. *Arch Psychiatr Nurs. 52*,106-112.

Akçay, D., & Özcebe, H. (2012). Okul öncesi eğitim alan çocukların ve ailelerinin bilgisayar oyunu oynama alışkanlıklarının değerlendirilmesi. *Çocuk Dergisi, 12*(2), 66-71.

Akdağ, M., Şahan, Y.B., Özhan, U., Şan, İ. (2014). Üniversite öğrencilerinin internet bağımlılıklarının çeşitli değişkenler açısından incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi. 15,* 73-96.

Aktepe, E., Olgaç-Dündar, N., Soyöz, Ö., & Sönmez, Y. (2013). Possible internet addiction in high school students in the city center of Isparta and associated factors: A cross-sectional study. *Turkish Journal of Pediatrics, 55,* 417-425.

Alexiou, A., & Schippers, M.C. (2018). Digital game elements, user experience and learning: A conceptual framework. *Educ Inf Technol*. 23, 2545-2567.

Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in eastern and western countries: A meta-analytic review. *Psychological Bulletin, 136*(2), 151.

Arslan, A. (2020). Ortaöğretim öğrencilerinin dijital bağımlılık düzeyleri ve şiddet eğilimlerinin belirlenmesi. *Journal of Computer and Education Research, 8*(15), 86-113.

Asoğlu, M., Takatak, H., Göbelek, M., Karka, İ., Pirinççioğlu, F., Çelik, H., & Kıvrak, Y. (2018). Medyadaki şiddet unsurlarının üniversite gençlerinin ruh sağlığı üzerine etkisi. *Harran Üniversitesi Tıp Fakültesi Dergisi. 15*(2), 64-71.

Aydoğdu Karaaslan, İ. (2015). Dijital oyunlar ve dijital şiddet farkındalığı: Ebeveyn ve çocuklar üzerinde yapılan karşılaştırmalı bir analiz. *Uluslararası Sosyal Araştırmalar Dergisi*, *8*(36), 806-806. doi:10.17719/jisr.2015369545

Aydoğdu, F. (2018). Dijital oyun oynayan çocukların dijital oyun bağımlılıklarının çeşitli değişkenler açısından incelenmesi. *Ulakbilge. 6*(31), 1-18.

Backhaus, S., Leijten, P., Jochim, J., Melendez-Torres. G. J., & Gardner, F. (2023). Effects over time of parenting interventions to reduce physical and emotional violence against children: A systematic review and meta-analysis. *EClinical Medicine.* 18(60), 102003.

Bergmann, C., Dimitrova, N., Alaslani, K. et al., (2022). Young children's screen time during the first COVID-19 lockdown in 12 countries. *Scientific Reports, 12,* 2015.

Beyens, I., & Beullens, K. (2017). Parent-child conflict about children's tablet use: The role of parental mediation. *New Media Society,* 1-42.

Brito, R., Francisco, R., Dias, P., & Chaudron, S. (2017). Family dynamics in digital homes: the role played by parental mediation in young children's digital practices around 14 European countries. *Contemporary Family Therapy, 39,* 271-280.

Choi, K., Son, H., Park, M., Han, J., Kim, K., Lee, B., et al., (2009). Internet overuse and excessive daytime sleepiness in adolescents. *Psychiatry and Clinical Neuroscience, 63,* 455-462.

Cox, M. J., Janssen, T., Gabrielli, J, & Jackson, K. M. (2021). Parenting profiles in the digital age: Associations with adolescent alcohol and marijuana use. *Journal of Studies on Alcohol and Drugs, 82*(4), 460-469.

Dalbudak, E., Evren, C., Aldemir, S., & Evren, B. (2014). The severity of internet addiction risk and its relationship with the severity of borderline personality features, childhood traumas, dissociative experiences, depression and anxiety symptoms among Turkish university students. *Psychiatry Research, 219,* 577-582.

Deleş, B., & Aral, N. (2018). Okul öncesi dönem çocuklarının dijital oyun bağımlılığı eğilimlerinin bazı değişkenler açısından incelenmesi. *World Children Conference.* 206-213

Erboy, E. ve Akar Vural, R. (2010). İlköğretim 4. ve 5. Sınıf öğrencilerinin bilgisayar oyun bağımlılığını etkileyen faktörler. *Ege Eğitim Dergisi, 11*(1), 39-58.

Evcin, S., & Erzi, S. (2019). Şiddet içerikli bilgisayar oyunlarının ergenlerin saldırganlık eğilimine etkisi. *Humanitas, 7*(14), 181-202.

Ferguson, C. J. (2018). Violent video games, sexist video games, and the law: Why we find no impact. *Annual Review of Law and Social Science, 14*(1), 411-426.

Gökbulut, B. (2020). The relationship between peer challenge and digital game addiction of secondary school students. *Karaelmas Journal of Educational Sciences, 8,* 89-100.

Gökçearslan, Ş., & Durakoğlu, A. (2014). Ortaokul öğrencilerinin bilgisayar oyunu bağımlılık düzeylerinin çeşitli değişkenlere göre incelenmesi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 23*(14), 419-435.

Gözüm, A. İ. C., Kandır, A. (2020). Okul öncesi çocukların dijital oyun oynama sürelerine göre oyun eğilimi ile konsantrasyon düzeylerinin incelenmesi. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi, 41,* 82-100.

Gülbetekin, E., & Gül Can, F. (2023). The relationship between internet addiction and peer bullying level of sixth and seventh grade secondary school students. *The Journal of Child and Adolescent Psychiatric Nursing*, *36*(3), 248-255.

Günüç, S. (2013). İnternet bağımlılığını yordayan bazı değişkenlerin cart ve chaid analizleri ile incelenmesi. *Turk Psikoloji Dergisi, 28*, 88-101.

Güvendi, B., Tekkurşun-Demir, G. ve Keskin, B. (2019). Ortaokul öğrencilerinde dijital oyun bağımlılığı ve saldırganlık. *OPUS-Uluslararası Toplum Araştırmaları Dergisi, 11*(18),1196-1210.

Hasan, Y., Bègue, L., & Bushman, B. (2012). Viewing the world through "blood-red tinted glasses": The hostile expectation bias mediates the link between violent video game exposure and aggression. *Journal of Experimental Social Psychology, 48*(4), 953-956.

Hazar, Z., Tekkurşun Demir, G., Namlı, S., & Türkeli, A. (2017). Investigation of the relationship between digital game addiction and physical activity levels of secondary school students. *Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi, 11*(3), 320-332.

Işıkoğlu, N., Budak, K. S., & Guzen, M. A. (2024). Longitudinal study of children's digital play addiction tendencies and parental guidance strategies. *Early Childhood Education Journal,* 10643-024.

Işıkoğlu-Erdoğan, N. (2019). Dijital oyun popüler mi? ebeveynlerin çocukları için oyun tercihlerinin incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 46*, 1-17.

Kangal, B. S., ve Özkızıklı, S. (2015). Teknoloji ve eğitimi. (Editör, Pınar Bayhan) Okul Öncesi Eğitiminde Teknolojinin Rolü. Hedef CS Basın Yayını.

Kocaman, O., Aktepe, E., & Sönmez, Y. (2017). Isparta il merkezi lise öğrencilerinde olası internet bağımlılığı ile saldırganlık ve empati düzeyleri arasındaki ilişkinin incelenmesi. *Anadolu Psikiyatri Dergisi, 18*(6), 602-610.

Köse, S., Ayran, G., & Aslan, İ. (2024). The effect of digital game addiction on aggression in schoolage children. *Karya J Health Sci. 5*(2), 33-9.

Lissak, G. (2018). The negative physiological and psychological effects of screen time on children and adolescents: A literature review and case study. *Environmental Research, 164,* 149-157.

Livingstone, S., Mascheroni, G., Dreier, M., Chaudron, S., & Lagae, K. (2015) How parents of young children manage digital devices at home: The role of income, education and parental style. London: EU Kids Online, LSE.

Manap, A., & Durmuş, E. (2020). Development of Digital Parenting Awareness Scale. *Journal of Inonu University Faculty of Education, 21*(2), 978-993. https://doi.org/10.17679/inuefd.711101

Modecki, K. L., Goldberg, R. E., Wisniewski, P., & Orben, A. (2022). What is Digital Parenting? A Systematic Review of Past Measurements and Plan for the Future. *Perspectives on Psychological Science: A Journal of the Association for Psychological Science, 17*(6), 1673-1691.

Nevski, E., & Siibak, A. (2016). The role of parents and parental mediation on 0-3-year olds' digital play with smart devices: Estonian parents' attitudes and practices. *Early Years, 36*(3), 227-241.

Nikken, P., & Schols, M. (2015). How and why parents guide the media use of young children. *Journal of Child and Family Studies, 24,* 3423-3435.

Özbakırcı, D., & Tarlacı, S., (2023). Şiddet içerikli dijital oyun oynayan lise öğrencilerinde şiddet ve risk alma davranışı eğiliminin incelenmesi. *Yeni Medya Elektronik Dergisi, 7*(3), 262-285.

Özer, Ö. (2024). Representation of Violence in Media. *TRT Academy, 09*(20), 5-33. https://doi.org/10.37679/trta.1428964

Peters, D., Calvo, R.A., & Ryan, R. M. (2018). Designing for motivation, engagement and wellbeing in digital experience. *Front Psychology, 28(*9), 797.

Shamseer, L., Moher, D., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., & PRISMA-P Group (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015: elaboration and explanation. *BMJ (Clinical research ed.)*, *350*, g7647. https://doi.org/10.1136/bmj.g7647

Sivrikaya, T., & Eldeniz Çetin, M. (2023). Examination of digital game addiction levels of adolescent mainstreaming students. *Journal of Learning and Teaching in Digital Age, 8*(1), 47-54.

Small, G. W., Lee J., Kaufman A., Jalil J., Siddarth P., Gaddipati H., Moody T. D., & Bookheimer S. Y. (2020). Brain health consequences of digital technology use. *Dialogues Clin. Neuroscience. 22,* 179-187. doi: 10.31887/D

Söğütlüler, T., & Başer, E. (2023). Being a parent in the digital age: A research on child viewers and violence on screen. *TRT Academy, 08*(19), 814-845. https://doi.org/10.37679/trta.1328304

Taş, İ., & Güneş. Z. (2019). Examination computer gaming addiction, alexithymia, social anxiety, age and gender among children. *Klinik Psikiyatri, 22*(1), 83-92

Turgut, Y. E., & Kurşun, E. (2019). Mobile internet experiences of children in Turkey in the context of access, use and activities. *Educational Technology Theory and Practice, 9*(2), 349-371.

TÜİK, (2024). https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-(IT)-Kullanlanim-Arastirmasi-2024-53492

Viner, R., Davie M., & Firth A. (2019). The health impacts of screen time: A guide for clinicians and parents. Royal College of Paediatrics and Child Health. https://www.rcpch.ac.uk/sites/default/files/2018-12/rcpch_screen_time_guide_-_final.pdf

Table 1. Evaluation of Research on Digital Addiction, Violent Tendencies, and Digital Parenting in Children

Study	Sample	Aim	Main Results
Hazar et al., 2017	330	This research aims to analyze the relationship between digital game addiction (DGA) and physical activity levels among middle school students based on various factors.	The results reveal that DGA levels vary significantly depending on gender, age, regular engagement in sports, and average daily time spent playing digital games. Additionally, a significant negative correlation was observed between participants' total scores on 'DGA' and their 'physical activity levels.'
Kocaman et al., 2017	1229	This study seeks to examine the internet usage patterns associated with potential internet addiction (PIB) among high school students.	Adolescents with PIB were found to have significantly greater access to home internet, higher weekly internet usage time, and elevated aggression levels compared to their peers without PIB. Additionally, those with OIB were observed to engage in online gaming more frequently and favor the internet as a primary leisure activity.
Alexiou et al., 2018	856	To examine the connection between DGA, which can contribute to stress and aggression in adolescents, and emotional eating behavior.	The findings reveal a link between DGA, aggressive behavior, and emotional eating. The results imply that emotional eating is a part of DGA and may elevate the risk of obesity in adolescence.
Asoğlu et al., 2018	200	To explore how violent news and television programs influence youth violence and affect mental health.	Rather than preventing violence, the media plays a role in its promotion, highlighting the importance of accurately interpreting media content. To address this, comprehensive media literacy education should be widely accessible, particularly for children and young people. Instead of passively consuming content from television and the internet, individuals should cultivate selective engagement, critical thinking skills, and an awareness that much of the presented content is fictional.
Aydoğdu, 2018	134	To analyze the effects of various factors on the DGA levels of middle school students.	While age and mother's digital game playing status were found to be effective on children's DGA levels, gender, age, number of siblings, parent's education status, parent's digital game playing status and digital game type variables were not found to be effective.
Deleş et al., 2018	169	To evaluate the patterns of DGA in preschool children in relation to different variables.	It was found that parents who were university graduates, whose child's gender was male, whose number of children was three or more, and who had negative opinions about digital games had higher tendencies of DGA in their children. In this context, instead of completely removing digital games from children's lives, families can be informed about their appropriate use.
Peeters et al., 2018	354	To forecast the symptoms of internet gaming disorder in young teenagers.	Adolescents experiencing attention difficulties may struggle to focus on different tasks, making them more susceptible to developing problematic gaming behavior. This risk increases when combined with social vulnerability and dissatisfaction with life.

Evcin et al., 2019	150	To analyze how violent video games influence adolescents' propensity for aggression	It was found that the effect of the type of violent game, playing time and the interaction of these variables increased the aggression tendency after controlling the pre-test scores.
Güvendi et al., 2019	279	To determine the DGA and aggression levels of middle school students.	There is a positive correlation between aggression and DGA scale. It was concluded that children of parents who do not set limits on their children's digital game playing time, children who do not participate in physical activity, children who do not play sports regularly and children with high digital games tend to have higher levels of DGA and aggression.
Taş et al., 2019	321	To investigate age, gender, alexithymia, and social anxiety as factors predicting computer game addiction in children.	The study revealed that alexithymia had the most significant impact on explaining computer game addiction, followed by gender and social anxiety.
Arslan, 2020	776	To examine the effect of gender, grade level, economic status, and parental education level on secondary school students' digital addiction and violence tendencies.	A significant difference was found in high school students' digital addiction based on gender, economic status, and mother's education level. Additionally, a significant difference was found in violence tendency based on gender, as well as mother's and father's education level. The correlation between digital addiction and violence tendency was found to be positive.
Gökbulut, 2020	409	To examine the connection between peer bullying and digital game addiction among students.	The digital game addiction of middle school students was found to be at a moderate level, while their bullying tendencies were at a low level. DGA and bullying tendencies were found to be higher in male students compared to female students. It was observed that as the grade level increased, both DGA and bullying tendencies also increased. A moderate positive correlation was found between bullying tendencies and digital game addiction.
Bergman et al., 2022	2209	To determine screen time for children under 12 in 12 countries during the first COVID-19 lockdown.	During the quarantine period, children who did not have online education needs were exposed to more screen time compared to before. There was no evidence suggesting that the increase in screen time was related to socio-demographic variables such as the child's age and socioeconomic status (SES). However, screen time during the quarantine was negatively associated with SES and positively associated with the child's age, parental screen time, and attitudes towards children's screen time.
Backhaus et al., 2023	207	To integrate global evidence to estimate the impact of digital parenting practices over time to reduce emotional and physical violence against children.	It demonstrates that parental interventions can decrease physical and emotional abuse towards children. The effects persist up to 24 months follow-up. Effective parental practices were found to be effective on children's addictions.
Özbakırcı, 2023	300	To identify the tendencies of violence, risk-taking, and addiction in high school students who engage in violent digital games and to explore the relationship between playing violent digital games	A positive, low-level, yet strong and significant relationship was found between game addiction levels and violence tendency. A significant difference was identified between gender, playing digital and violent digital games, and the perception of violent digital games as indispensable and addiction tendency. Additionally, a positive relationship was observed between the increase in daily game playing time and addiction tendency.

		and the tendency towards violence.	
Gülbetekin et al., 2023	1201	This study aims to examine the relationship between internet addiction and peer bullying among sixth and seventh-grade students.	Gender, grade level, cell phone ownership status and age were found to affect children's participation in peer bullying. In addition, gender, grade level and cell phone ownership status variables affected internet addiction levels.
Sivrikaya et al., 2023	157	To examine the levels of digital game addiction in adolescents from various perspectives.	Although no significant difference was found in the digital game addiction levels of mainstreaming students based on grade level, type of disability, or degree of disability, a significant difference was observed based on gender and type of school attended. Recommendations for further research and practice are provided.
Akbaş et al., 2024)	450	To evaluate the influence of digital game addiction on aggression and anger in adolescents.	A positive and moderately strong correlation has been observed between the Gaming Addiction Scale and both the Aggression Total Scale and the Anger subscale. Gaming addiction may lead to higher levels of aggression and anger in adolescents. Nurses play a crucial role in identifying and screening adolescents at risk of gaming addiction, helping to prevent aggression and anger.
Köse et al.,2024	300	To evaluate the impact of digital game addiction on aggression in school-aged children.	It has been observed that as students' digital game addiction levels increased, their aggression levels also increased. It was determined that as the daily playing time increased, both students' digital game addiction and aggression levels increased as well
Işıkoğlu et al., 2024	1552	To identify changes in digital gaming addiction trends and parental guidance strategies in young children before, during, and after the COVID-19 pandemic.	The study showed that children's digital gaming addiction rose during the pandemic and declined after it. Significant changes, as well as periods of stability, were observed in parental strategies for guiding digital gaming. Notably, parents' control over their children's digital activities diminished over time.

POSTER PRESENTATIONS

IMPACT OF CORPORAL PUNISHMENT ON CHILD DEVELOPMENT: A NEURODEVELOPMENTAL PERSPECTIVE

Zeynep Akdemir[1], MSN, Hamza Aydemir[2], MSN

[1]University of Health Sciences, PhD Student of Social Work Department, Türkiye, e-mail: zepakdmr@gmail.com

[2]Lecturer, Ardahan University, Çıldır Vocational School of Department Social Work Department, Türkiye, e-mail: hamzaaydemir@ardahan.edu.tr

ABSTRACT

Violence is the intentional, threatening, or actual use of physical force against oneself, another individual, or a group or community, resulting in injury, death, psychological harm, obstruction, or deprivation. Classification of violence can be made according to the groups exposed to violence (such as violence against women, violence against children, dating violence, and violence against oneself) as well as according to the form of violence applied (physical, sexual, psychological, economic, and cyber). Physical violence against children is a form of punishment that is used to correct the child's unwanted behavior and causes physical pain. Such punishment methods include slapping, hitting (with various objects or the hand), and pushing. The historical background of physical punishment dates back to ancient times. Today, the United Nations and many international human rights organizations argue that physical punishment directed at children should be completely abolished. When the historical background of physical punishment and the clarity it is applied are considered, it is seen as a disciplinary tool affected by cultural, historical, and social contexts. Today, with the understanding of the negative effects of child violence on psychological development, there is a strong tendency to move away from this method. Research conducted worldwide has shown that physical punishment has negative effects on the emotional, psychological, and cognitive development of children and that such punishments can lead to behavioral problems in the long term. The stimuli that a child's brain, which has not yet completed its structural development, is exposed to is conciseness. According to research, stress, fear, and violent stimuli negatively affect children's brain development. Violence and violent messages cause irreversible damage to the human brain that has not yet completed its development. Many studies in the

literature have examined the damaging effects of stressful stimuli on brain functions. Findings reveal that stressful stimuli have significant negative effects on the prefrontal cortex in the front part of the brain, the hippocampus, and the hypothalamus in the temporal lobe. Among the factors that hurt children's brain development, situations such as increased anxiety and exposure to violence in their early years stand out. Literature studies also reveal that violence in childhood affects the middle frontal gyrus. This effect in the region in question can cause attention deficit, minor memory losses, inconsistency in thoughts - desires - beliefs, emotional overreaction, cognitive-perceptual problems, clumsiness, decreases in motor coordination skills failing body control. Many studies have proven that physical violence in children leads to cognitive, physical, and social indications. The contagious and cyclical nature of violence can progress from father to mother, from mother to child, and from child to peer. The cycle of violence that causes handicaps in the social dimension can be broken, prevented, and stopped. In this context, research and social awareness studies should be increased and the level of awareness should be increased.

Keywords: Corporal punishment, child development, neurodevelopment.

INTRODUCTION

The concept of violence is defined by the World Health Organization as a situation in which 'physical force or power is applied to another person in the form of a deliberate threat or reality, causing or likely to cause injury, death or psychological harm to the person exposed'. The groups that experience violence the most are children, women, and the elderly. The resulting damages are assessed from an individual perspective, based on the incident experienced by that person. However, researchers argue that individual violence triggers collective violence (Polat, 2016). Classification of violence can be made according to the groups exposed to violence (such as violence against women, violence against children, dating violence, and violence against oneself) as well as according to the form of violence applied (physical, sexual, psychological, economic, and cyber). Physical violence against children is a form of punishment that is used to correct the child's unwanted behavior and causes physical pain. Such punishment methods include slapping, hitting (with various objects or the hand), and pushing.

Punishment History

The historical background of physical punishment dates back to ancient times. In ancient Greece and Rome, beating children to discipline them was considered normal. In the Middle Ages, under the influence of Christianity, it was believed that punishing children with a stick would purify them from evil. During this period,

physical punishment applied to children was common in both schools and religious educational institutions (Bartman, 2002). In the 18th and 19th centuries, with the influence of the Age of Enlightenment and the Industrial Revolution, there were changes in the understanding of child-rearing. With the development of psychology in the 20th century, sensitivity to child development increased, and psychologists and educators began to draw attention to the negative effects of physical punishment on children's emotional and psychological health. During this period, physical punishment was banned in many countries. Today, the United Nations and many international human rights organizations argue that physical punishment directed at children should be completely abolished. When the historical background of physical punishment and the clarity it is applied are considered, it is seen as a disciplinary tool affected by cultural, historical, and social contexts (Thomas, 1971). Today, with the understanding of the negative effects of child violence on psychological development, there is a strong tendency to move away from this method. According to the United Nations Committee on the Rights of the Child, the number of countries where physical punishment is completely banned against children will exceed 65 as of 2024. Sweden was the first country to ban physical punishment against children in 1979. In Europe, South America, and some African countries, comprehensive bans have been introduced to protect children and ensure their rights (Bitensky, 1997). For example, countries such as Norway, Finland, Germany, Spain, Brazil, Argentina, and South Africa have banned physical punishment in all environments.

Effect of Corporal Punishment on Brain Development

Research conducted worldwide has shown that physical punishment has negative effects on the emotional, psychological, and cognitive development of children and that such punishments can lead to behavioral problems in the long term. Cuartas et al. (2021), tested whether the neural functions in the brains of children who were exposed to corporal punishment changed compared to children who were not exposed to corporal punishment. The study found that the medial and lateral prefrontal cortex, including the dorsal anterior cingulate cortex, dorsomedial PFC, bilateral frontal pole and left middle frontal gyrus, responded more to fearful faces in children who had been exposed to physical violence than those who had not. The stimuli to which the child's brain, which has not yet completed its structural and functional development, is exposed are significant for development. According to research, violence; fear, stress, and violence cause irreversible damage to the child's brain (Akkan et al., 2024). Findings reveal that stressful stimuli have significant negative effects on the prefrontal cortex in the front part of the brain, the hippocampus, and the hypothalamus in the temporal lobe. The disruption of the functions of these brain regions naturally causes regressions in the cognitive processes controlled by these mechanisms (Akkan et al., 2024). Research suggests that certain

brain regions may be linked to addictive, depressive, or suicidal behaviors, particularly areas with reduced grey matter in the medial rostral prefrontal cortex. This part of the brain plays an important role in social cognition and supports social and emotional capacities such as self-awareness, understanding others, and attention (Rajalakshmi, 2018). The prefrontal cortex and related circuits are involved in these developmental disorders (Casey et al., 2000). The limbic system comprises a complex network of brain structures responsible for the regulation of emotions, motivation, and memory. These structures include the hippocampus, which is associated with memory function, the hypothalamus, which regulates the stress response, and the amygdala, which plays an important role in the regulation and processing of emotions (Kılıç, et al., 2024). Exposure any potentially dangerous and life-threatening event naturally triggers stress response, which is controlled by brain stem and limbic system and particularly affects the hypothalamic-pituitary-adrenal axis, amygdala, hypothalamus, and hippocampus (Murphy et al., 2022). A sustained stress response, for example, due to an abusive parent, not only increases the sensitivity of brain regions that regulate the stress response but also weakens neural connections (Cook et al., 2009).

CONCLUSION

Many studies have proven that physical violence in children leads to cognitive, physical, and social indications. The contagious and cyclical nature of violence can progress from father to mother, from mother to child, and from child to peer. The cycle of violence that causes handicaps in the social dimension can be broken, prevented, and stopped. In this context, research and social awareness studies should be increased and the level of awareness should be increased.

Finally, in line with the research recommendations in the literature, it is suggested that neuroscience research on stress and learning can provide valuable insights into the challenges of creating effective therapeutic programs for overstressed parents. Because it is argued that the stress of these parents is likely to affect the quality of care they provide (Twardosz et al., 2009).

REFERENCES

Akkan, G., & Ülker, S. V. (2024). Çocuklara yöneltilmiş şiddetin ve şiddet içerikli uyaranların beyin gelişimine ve bilişsel süreçlere etkisi. *Gelişim ve Psikoloji Dergisi, 4*(8), 96-117. doi: 10.51503/gpd.1275346.

Bartman, A. (2002). Spare the rod and spoil the child-corporal punishment in schools around the world. *Ind. Int'l & Comp. L. Rev., 13*, 283. https://heinonline.org/HOL/LandingPage?handle=hein.journals/iicl13&div=13&id=&page=.

Bitensky, S. H. (1997). The United Nations Convention on the Rights of the Child and Corporal Punishment of Children: Ramifications for the United States. *Georgetown Journal on Fighting Poverty, 5,* 225. https://heinonline.org/HOL/LandingPage?handle=hein.journals/geojpovlp5&div=27&id=&page=.

Casey, B. J., Giedd, J. N., & Thomas, K. M. (2000). Structural and functional brain development and its relation to cognitive development. *Biological Psychology, 54*(1-3), 241-257. https://doi.org/10.1016/S0301-0511(00)00058-2

Cook, F., Ciorciari, J., Varker, T., & Devilly, G. J. (2009). Changes in long term neural connectivity following psychological trauma. *Clinical Neurophysiology: Official Journal of the International Federation of Clinical Neurophysiology*, *120*(2), 309-314. https://doi.org/10.1016/j.clinph.2008.11.021

Cuartas, J., Weissman, D. G., Sheridan, M. A., Lengua, L., & McLaughlin, K. A. (2021). Corporal punishment and elevated neural response to threat in children. *Child Development, 92*(3), 821-832. doi: 10.1111/cdev.13565

Kılıç, B. S. S. P., Saltoğlu, S., & Erdoğdu, E. (2024). Erken dönem psikolojik travmaların limbik sistem yapısı ve işlevi üzerindeki etkileri. *Psikiyatride Güncel Yaklaşımlar-Current Approaches in Psychiatry, 16*(4), 691-706 doi: 10.18863/pgy.1356857

Murphy, F., Nasa, A., Cullinane, D., Raajakesary, K., Gazzaz, A., Sooknarine, V., Haines, M., Roman, E., Kelly, L., O'Neill, A., Cannon, M., & Roddy, D. W. (2022). Childhood Trauma, the HPA axis and psychiatric illnesses: a targeted literature synthesis. *Frontiers in Psychiatry*, *13*, 748372. https://doi.org/10.3389/fpsyt.2022.748372

Polat, O. (2016). Şiddet. *Marmara Üniversitesi Hukuk Fakültesi Hukuk Araştırmaları Dergisi, 22*(1), 15-34. https://dergipark.org.tr/en/download/article-file/614895

Rajalakshmi, M. A. (2018). A review of the effects of corporal punishment on brain development in young children. *International Journal of Advanced Scientific Research and Management, 3*(2), 28-32. https://ijasrm.com/wp-content/uploads/2018/02/IJASRM_V3S2_478_28_32.pdf

Thomas Jr, M. P. (1971). Child Abuse and Neglect Part I-Historical Overview, Legal Matrix, and Social Perspectives. *NCL Rev., 50,* 293. http://scholarship.law.unc.edu/nclr/vol50/iss2/3

Twardosz, S., & Lutzker, J. R. (2010). Child maltreatment and the developing brain: A review of neuroscience perspectives. *Aggression and Violent Behavior, 15*(1), 59-68. doi:10.1016/j.avb.2009.08.003

THE IMPORTANCE OF SOCIAL WORK INTERVENTIONS IN CHILD PHYSICAL ABUSE

Hamza Aydemir [1], Zeynep Akdemir[2]

[1]*Ardahan University Lecturer of Social Work Department, Türkiye, e-mail: hamzaydemir23@gmail.com*

[2]*University of Health Sciences, PhD Student of Social Work Department, Türkiye*

ABSTRACT

Physical abuse includes any behavior that intentionally causes harm or injury to a child. Millions of children worldwide are exposed to various forms of physical abuse, which can have devastating effects both physically and psychologically. Protecting children and preventing abuse is one of the most critical tasks of social workers. In this context, the role of social work in identifying, preventing, and responding to physical abuse in children is of vital importance in the process of ensuring the well-being of the child. Physical abuse causes short- and long-term health and developmental problems in children. In the short term, children experience physical symptoms such as injuries, fractures, bruises and burns, while in the long term, psychological effects such as post-traumatic stress disorder, depression, anxiety disorders, learning difficulties and behavioral problems can occur. Children who are physically abused have difficulty in their social relationships and academic success, and their risk of developing self-harm or substance abuse increases. Therefore, early detection and prevention of physical abuse is a critical step in protecting the child's development and improving their quality of life. Social workers play a key role in the detection and prevention of child abuse. To ensure the safety of children, social services work in partnership with families, communities, and other disciplines to develop a variety of strategies to prevent abuse. The importance of social work interventions can be considered under three main headings: identification of children at risk, protective measures, and intervention strategies. Social workers provide protective services to prevent domestic violence and physical abuse. In this context, social workers who work with at-risk families guide parents in nonviolent communication and child rearing. Economic support, psychosocial counseling services and educational programs are provided to reduce family stress factors. Such preventive interventions reduce domestic violence and ensure that children grow up in a safe environment. Another dimension of protective interventions is community-based programs. Social workers organize community-based awareness campaigns and education programs to prevent physical abuse against children. These programs play an important role in raising awareness

among families and violence. Social service interventions for children who have been physically abused primarily focus on ensuring the safety of the child. Child protection services step in in cases of physical abuse to ensure that the child is removed from the abusive environment and placed in a safe place. Individual counseling and group therapy provided by social workers in interventions for children who are victims of physical abuse help children process and heal from their traumatic experiences. Preventing physical abuse in children and rehabilitating child victims is one of the most important functions of social work. Social workers provide multifaceted interventions to protect children from violence, improve family dynamics and prevent recurrence of abuse. Early detection, protective services, and social work interventions in the rehabilitation processes for victims play a critical role in ensuring that children grow up safely and healthily. Therefore, social work interventions need to be strengthened and expanded to overcome a serious problem such as physical abuse.

Keywords: Child abuse, physical, social work.

INTRODUCTION

Although research and data on violence against children are extremely scarce and inconsistent, especially in developing and underdeveloped countries, the increasing sensitivity and awareness on violence against children is pleasing and promising. As a result, there is insufficient evidence on the scope, nature and effects of violence against children, and on the social norms and attitudes that reproduce violence against children. As a result, more data is needed to create evidence-based programs and policies that will prevent violence, monitor its development and encourage advocacy. This data is also needed to develop campaigns, laws, regulations and services that will contribute to the protection and well-being of children. Physical violence against children is defined as a significant social problem encountered in all countries of the world, beyond being an individual problem. Physical violence prevents children from having a healthy development process and negatively affects their psychological, physical, and social well-being in childhood in many ways. Social service practices regarding physical abuse in children play a very important role in protecting, rehabilitating and re-integrating children who have been subjected to physical violence (Thompson, 2020). The purpose of this study is to emphasize the importance of social service practices regarding physical violence against children.

Understanding Child Physical Abuse

Physical abuse can be defined as any act that is intended to cause physical harm to a child. This type of abuse usually includes physical punishment, beatings, injuries, and other violent acts. Physical abuse on children is a situation that not only causes physical harm, but also seriously affects the psychological health of children. These conditioning have a strong impact on the growth and development of children. When children are subordinated to physical abuse, they not only suffer physical abuse, but also experience problems in their social and academic connections. Physical abuse can also affect children's internal health. Children may witness emotional problems similar as fear, anxiety, loneliness and dogmatism as a result of the violence they witness. Consequences of physical abuse the consequences of physical abuse aren't the same as in moment's children. Long- term abuse can have a negative impact on children's internal and physical health. exploration shows that children who are subordinated to bullying are more likely to witness cerebral problems similar to post-traumatic stress complaint (PTSD), depression and anxiety (Finkelhor, 2018). This condition can negatively affect the emotional development of children and lead to behavioral problems latterly. In addition, the social connections of abused children are also affected. These children may have addition, the social connections of abused children are also affected. These children may have difficulty forming healthy relationships with their peers and may feel lonely. At the same time, it also increases the risk of not being able to get an education and dropping out of school (Widom, 1999). Bullying can negatively affect children's academic achievement by affecting their learning abilities. This characterization, which is the result of a medical and problem-focused approach, prevents the production of adequate tools to cope with violence against children. Instead, positioning the child as a subject can make the child the architect of the solution, not the problem, in the process of producing a child-centered solution (Filkenhor, 2018).

Social Work Interventions in Child Physical Abuse

1. Identification and Assessment: Social workers use various methods to both identify and evaluate situations of physical violence that children are exposed to by their families or their environment. The recognition and evaluation stage is very important for the intervention processes to work well. The accurate evaluation of situations of physical violence that children are exposed to will ensure the successful progress of the intervention process. (Greeson et al., 2017).

2. Development of Intervention Plans: Special intervention plans are prepared for the individual needs of children after they have been subjected to physical violence, and various social service applications are offered within the framework of these plans. Individualized intervention plans are shaped according to the age

of the children, their living situation and the appropriateness of their needs, and these applications ensure that the interventions are more effective. (Daro, 2016).

3. The success criteria include: Monitoring of children's recovery processes: In order to evaluate the success of social service interventions, children's recovery processes should be monitored. This monitor helps to monitor the mental health and wellness of children (Barlow, 2018.).

4. Family support and Deconstruction: Strengthening the relationships between families and children is an important part of social work interventions. If families can create a supportive environment for their children, their treatment will be more effective (McAlinden, 2019).

5. Raising awareness about child abuse in society: The success of social work interventions depends on the awareness of society. Raising awareness about child abuse in society is an important step in reducing cases of abuse. Result child abuse legal action is necessary to protect and save children. Social workers assess the needs of abused children and provide appropriate support services. Education, awareness raising, and family support are an important part of the intervention process (McAlinden, 2019).

CONCLUSION

The current thematic structure on violence against children points to the problem but does not provide any reference or explanation regarding the roots of the problem. Therefore, a thematic approach and data production regarding the roots of the problem should be the basis. Where there is inequality and discrimination, violence against children will inevitably occur. Therefore, there is a need for studies that point out inequality and discrimination on violence against children (McAlinden, 2019).

In this context, the effectiveness of social work intervention is directly related to society’s awareness of physical abuse against children. Social work interventions do not only address the details of violence. It also aims to develop preventive measures to prevent crime. This is very important for children to grow up in a healthy environment. A safety net created with the participation of children, families and society plays an important role in preventing abuse and supporting victims (Thomson, 2020). In addition, raising awareness about child abuse in society is one of the main roles of social workers. Social workers organize training and seminars in order to raise awareness about child abuse in society and to increase the awareness of the public about this issue. Cultural awareness activities are important for early detection of abuse and increasing social awareness for the protection of children.

REFERENCES

Barlow, J. (2018). Preventing child maltreatment: A review of the evidence. Child Abuse Review, 27(3), 145-162.

Daro, D. (2016). Building a child protection system: A conceptual framework. Journal of Child Welfare, 95(3), 13-29.

Finkelhor, D. (2018). Trends in childhood victimization: A historical perspective. Child Abuse & Neglect, 77, 68-78.

Greeson, J. K. P., et al., (2017). The role of social workers in child welfare: A review of the literature. Social Work, 62(1), 9-16.

McAlinden, A. M. (2019). The role of social work in preventing child abuse: A critical review. Children and Youth Services Review, 105, 104-113.

Thompson, R. (2020). Supporting children who have experienced abuse: The importance of social work. Journal of Social Work, 20(5), 646-661.

Widom, C. S. (1999). The cycle of violence. Science, 244(4901), 160-166.

CHAPTER 2: ABSTRACTS OF PRESENTATIONS

CORPORAL PUNISHMENT OF CHILDREN: CURRENT STATUS BASED ON THE FORENSIC EVIDENCE

Asst. Prof. Sıtkı Tıplamaz, MD

Marmara University, Department of Forensic Medicine, İstanbul-Türkiye, e-mail: tiplamaz@gmail.com

ABSTRACT

This presentation highlights the prevalence, cultural context, and legal aspects of corporal punishment in Türkiye, focusing on statistical trends and the societal perception that frames physical discipline as a norm in child-rearing. Data from UNICEF and various child maltreatment surveys reveal that approximately 70% of Turkish parents employ violence in discipline, with 40% resorting to physical punishment. These rates place Türkiye among one of the highest in Europe for corporal punishment prevalence. Cultural idioms such as “spare the rod and spoil the child” reinforce its acceptance, while negative effects on children, including anxiety, aggression, and depression, are well-documented. Despite EU and UN recommendations for a ban, Türkiye’s current legal framework lacks restrictions on corporal punishment. The findings suggest a pressing need for public education to shift cultural attitudes, followed by legal reform to protect children’s welfare.

Keywords: Corporal punishment, children, current status, forensic evidence

CORPORAL PUNISHMENT OF CHILDREN IN JAPAN

Lecturer Sugawara Takanari, RN

Asahi University, School of Health Sciences, Department of Nursing, Mizuho-Japan, e-mail: t_sugawara@alice.asahi-u.ac.jp

ABSTRACT

In 2020, Japan became the 59th country in the world to ban corporal punishment. A survey conducted by Save the Children Japan in 2021, revealed that more than 40 percent of Japanese adults believe that corporal punishment, including hitting, slapping, and kicking, can be used to discipline children. In 2018 and 2019, the worst events of small children dying one after another due to abuse perpetrated by their fathers triggered the development of the law that stipulates that corporal punishment shall not be used when disciplining children. In 1879, the prohibition of corporal punishment in schools was clearly indicated in the law. Since then, various laws in Japan have indicated that corporal punishment should not be used against children by anyone, not only schools. However, corporal punishment did not disappear in the 1900s. According to a national survey, in the last 20 years, about 80 children in Japan have died every year due to domestic abuse. The Japanese Children and Families Government Agency indicated that 72 children died from abuse in 2022. Excluding cases of murder-suicide, 56 children died from abuse. More than 40% of them were infants. In addition, a 2020 survey on corporal punishment from elementary schools to high schools reported that there had been 685 cases of corporal punishment in one year. Of those, 601 cases were perpetrated by male teachers, and many of them involved hitting and kicking. Although it is becoming less common, it is still a big problem because there is a lot of corporal punishment practiced despite the ban on corporal punishment in schools in 1879. Since corporal punishment has just recently been recognized in Japan to be an undesirable conduct, there is an urgent need to raise awareness that corporal punishment against children is violence at both home and at school.

Keywords: Children, corporal punishment, Japan

REFERENCES

Ministry of Education, Culture, Sports, Science and Technology (1879). Education Decree Meiji 12, September 29, Taisei Official Proclamation No. 40. https://www.mext.go.jp/b_menu/hakusho/html/others/detail/1317966.htm

Save the Children Japan (2021). Aiming for a society without punishment that harms children's bodies and minds. https://www.savechildren.or.jp/news/publications/download/php_report202103.pdf

UNDERSTANDING THE LIVED EXPERIENCES OF CHILDREN WHO HAVE EXPERIENCED CORPORAL PUNISHMENT IN THE PHILIPPINES

Carissa Juliana R. Balaria,

Wesleyan University – Philippines, e-mail: crbalaria@wesleyan.edu.ph

ABSTRACT

This study investigates the lived experiences of Filipino children aged 10-16 who have encountered corporal punishment, a prevalent disciplinary method supported by cultural norms in the Philippines. With 60% of children in this age group reportedly experiencing such punishment, the research highlights the detrimental psychological and physiological effects, including increased aggression and mental health issues. Utilizing a qualitative phenomenological approach, the research involved purposive and snowball sampling methods to gather insights from six participants in Cabanatuan City. Thematic analysis revealed four main themes: beliefs and attitudes towards corporal punishment, emotional impacts, advocacy for change, and trauma recovery support. Findings indicate that corporal punishment leads to negative emotions, relationship difficulties, and low self-esteem among children, emphasizing the urgent need for community intervention. The study concludes by advocating for a ban on corporal punishment, raising awareness about its impacts, and promoting positive discipline alternatives. Recommendations include educating parents and caregivers, collaborating with community organizations to implement prevention programs, and conducting further research on the prevalence and effective interventions against corporal punishment.

Keywords: Child abuse, corporal punishment, emotional impact, lived experience, phenomenology, Philippines.

CORPORAL PUNISHMENT AT SECONDARY SCHOOLS IN MOGADISHU-SOMALIA*

Senior Lecturer Mohamed Osman Abdi Idris

SIMAD University, Faculty of Education, Somalia, e-mail: idris@simad.edu.so

ABSTRACT

Corporal punishment remained a contentious issue in educational settings globally. Despite international human rights campaigns advocating for non-violent disciplinary measures, corporal punishment was still prevalent in Somali secondary schools. Many educators believed that physical discipline enforced obedience and enhanced academic success. However, emerging research suggested that corporal punishment negatively affected students' cognitive abilities, self-esteem, and overall academic performance. Corporal punishment, including slapping, kneeing, digging, hurting, moral and physical damage, beating, and prestige damage, was widely used as a disciplinary measure. Our mixed methods study (Idris, M. O. A., 2023), showed that 91% of students were subjected to physical punishment according to their self-reports and it revealed a strong correlation between corporal punishment and declining academic achievement, psychological distress, and disengagement from learning. Students exposed to corporal punishment exhibited higher levels of anxiety, lower self-esteem, and reduced engagement in classroom activities. The study also found that schools using non-violent disciplinary measures reported better academic performance and student satisfaction. The results supported existing literature that corporal punishment negatively affected students' academic performance. Students subjected to frequent corporal punishment experienced psychological distress, which hindered concentration and reduced motivation for learning. Additionally, many students developed resistance to learning and became disengaged from school activities. The study suggested that alternative disciplinary methods, such as counseling and mentorship, created a more positive learning environment. It was imperative for educational policymakers, teachers, and school administrators in Mogadishu to adopt non-violent disciplinary measures. Schools should implement positive behavioral interventions and strengthen guidance and counseling programs to create a conducive learning environment.

Keywords: Academic performance, punishment, students' discipline.

REFERENCE

Idris, M. O. A. (2023). Impact of corporal punishment on students' academic performance at secondary schools' level in Mogadishu, Somalia. Journal for Educators, Teachers and Trainers JETT.

**This study published at the "Journal for Educators" and presented at the 16th Virtual Global Health Hub Meeting.*

REFLECTIONS FOR URGENT ACTION ON BEHALF OF CHILDREN, COLOMBIA

Dr. Carlos Alberto Montoya-Marin[1], Sonia Cárdenas Rubiano[2], Daniel Arturo Guerrero[3], Cristian David Cifuentes[3], Sonia Carreño Moreno[3], Lorena Sánchez Rubio[4]

[1]Red Afecto Manizales-Corporation, Colombia, e-mail: camontoya114@gmail.com

[2]Universidad de La Sabana, Chía, Cundinamarca, Colombia

[3]Universidad Nacional de Colombia, Colombia

[4]University of Tolima, Colombia

ABSTRACT

Every hour in Colombia, five children endure physical abuse as a form of punishment. This alarming statistic underscores the urgent need for action. Shockingly, 85% of households resort to physical, humiliating, and degrading punishment. The repercussions of this abuse are dire, leading to violent and defiant behavior in children, as well as issues with self-esteem, autonomy, and confidence. It also escalates the risk of substance abuse, antisocial behavior, and even suicide. Among the risk factors for child abuse are being under four years of age or an adolescent, being an unwanted child, having a disability, or having a diverse sexual orientation. Alcohol or drug use by parents, low self-esteem, and having been abused as a child also play a role. Children from violent or broken families with poor support networks are also at risk, as are those exposed to community factors such as unemployment, poverty, malnutrition, armed conflict, and migration. In a significant stride towards protecting children, Colombia joined the ranks of progressive nations in 2021 by becoming the 63rd state to ban corporal punishment of children. This law, which prohibits the use of physical punishment and cruel, humiliating, or degrading treatment as a method of correction, is a beacon of hope. It aims to prevent violence by promoting non-violent methods of child-rearing. With 67 countries worldwide adopting similar measures, this legislation represents a significant step forward in protecting children. The role of bonding in a child's development cannot be overstated. The quality of mother-child interaction is crucial to a child's emotional security in exploring the world and trusting others. The absence of this attachment in

the early years of life can profoundly affect their physical, psychological, and social development. In Colombia, initiatives such as Alianza por la Niñez and Asociación Afecto-Colombia, with over 36 years of dedicated work, focus on the defense of abused children, promoting awareness, education, and public mobilization. Efforts like the social pediatrics group and alliances between academia, community midwives, nurses, and physicians, which train health professionals and advocates for the humanization of care during childbirth, play a crucial role in strengthening the emotional bond between mother and child. It is crucial to promote a message of zero tolerance towards all types of violence against children, accompanied by support for families to strengthen loving parenting. Equally important is the role of health professionals and educators in preventing physical punishment. Their training and active involvement are essential in this fight. Change begins with each one of us. ¡Affection is healing!

Keywords: Action, children, Colombia, reflections

REFERENCES

End Corporal Punishment of Children. (2020, 20 November). Home - End Corporal Punishment of Children. End Corporal Punishment of Children - End Corporal Punishment of Children End Violence Against Children. https://endcorporalpunishment.org/

Global Status Report on Preventing Violence Against Children 2020 (ISBN 978-92-4-000419-1 (electronic version)). (2020b). WHO.

Ley, (2089 de 2021). por medio de la cual se prohíbe el uso del castigo físico, los tratos crueles, humillantes o degradantes y cualquier tipo de violencia Como método de corrección contra niñas, niños y adolescentes Y se dictan otras disposiciones. (2021). Ministerio de Justicia. Recuperado 5 de noviembre de 2024, de https://www.suin-juriscol.gov.co

Montoya, C., Castañeda, C., Duque, J., & Montoya, H. (2018). Puericultura del afecto.

A GENERATIONAL PERCEPTION OF DISCIPLINE IN NIGERIA*

Cynthia U. Edwin[1] M.Sc., Prof. Candan Öztürk[2], PhD, RN,

[1]*Near East University, Turkish Republic of Northern Cyprus, e-mail: cynthia.edwin@neu.edu.tr*

[2]*Near East University, Turkish Republic of Northern Cyprus, e-mail: candan.ozturk@neu.edu.tr*

ABSTRACT

Nigeria has attracted attention from other countries with its' methods of discipline and the rate at which it is accepted country wide. Understanding the root cause of these disciplinary actions and methods has proved challenging especially with the interference with the unconscious practice of the social learning theory and the intergenerational transmission of parental practices. The use of culture and religion as a constant defense has not satisfied many reasons hence, a generational perception of discipline in Nigeria is needed to understand how these practices have changed within the years and why they did. Hopefully breaking a generational chain. A phenomenological study design was used to assess the generational perception of discipline in Nigeria, amongst grandmothers, mothers, and children. 21 participants in total were used for this study, 7 grandmothers, 7 mothers and 7 children accordingly, with some inclusion and exclusion criteria. A semi-structured questionnaire by the researcher, consisting of ten questions was used to collect data. Support was received from the Max Qualitative Data Analysis (MAXQDA) Analytics Pro2022 program. The data codes obtained were collected under 4 categories, and the categories were divided into sub-codes within themselves. These categories are respectively "Meaning of Discipline", "Evolution of Discipline", "Discipline methods", "Effects of different discipline methods", and have also shadowed the 10 questions within the semi structured questionnaire. It was shown that most people admitted that past discipline was better than the present and had a number of reasons to why things changed. Observing discipline from each generation, we notice a trend in action through the three generations. Most parents practiced punitive methods of discipline because they attributed it to cultural and religious responsibilities. The total eradication of punitive discipline is not necessary but a reduced amount and its' usage in combination with other methods in a moderate amount is the best. There is need for further research to determine a more dated history on the use of discipline in the Nigerian culture.

Keywords: Corporal punishment, culture, discipline, intergenerational, morals, physical punishment.

REFERENCE

Edwin, C. U. (2023). A Generational Perception of Discipline in Nigeria. [Unpublished master's thesis]. Near East University.

**This abstract was derived from a master's thesis and presented at the 16th Virtual Global Health Hub Meeting.*

APPENDICES

GLOBAL PERSPECTIVES ON CORPORAL PUNISHMENT OF CHILDREN: ISSUES AND RECOMMENDATIONS

University of Health Sciences Hamidiye Faculty of Nursing from Türkiye, University of Texas Health Science Center San Antonio School of Nursing from the USA, and international partner institutions cordially invite you to the 16th Virtual Global Health Hub Meeting

W H E N

September 20, 2024, 7:00 a.m. Texas CDT
3 pm Türkiye Time

Preconference is going to start 30 minutes before the conference. Please use the time zone converter to check your local time. Register using this link or the QR code below.



Please send your abstracts (250-500 words) for oral and poster presentations to this e-mail address before September 15, 2024→ 16.vghhm@gmail.com A full-text book will be prepared after the event.

The Virtual Global Health Hub is a quarterly online networking event that brings together health care professionals and students to discuss global health and health care issues in the spirit of diversity, equity and inclusivity.

UT Health San Antonio School of Nursing

For any questions, please contact:

Dr. M. Danet Lapiz Bluhm - lapiz@uthscsa.edu

Dr. Rabiye Güney, rabiye.guney@sbu.edu.tr

Graphic image from: freepic.com

University of Health Sciences 1903

MEETING PROGRAM

September 20, 2024, 3-6 pm Türkiye Time (7-10 am CDT)

	Time
WELCOME SPEECH Prof. Sonay Göktaş, PhD, MSN, RN *University of Health Sciences, Hamidiye Faculty of Nursing, Department of Surgical Nursing, Vice Dean,* ***Türkiye***	**3.00 pm**
ORAL PRESENTATIONS	
GLOBAL VIRTUAL HEALTH HUB: PLATFORM FOR NETWORKING AND DISCUSSION ON GLOBAL HEALTH ISSUES Prof. M. Danet Lapiz Bluhm, PhD, RN, MSCI, FAAN, ANEF *University of Texas Health Science Center San Antonio, School of Nursing, Director of International Programs,* ***United States of America***	**3.05 pm**
CORPORAL PUNISHMENT OF CHILDREN: CURRENT STATUS BASED ON THE FORENSIC EVIDENCE Asst. Prof. Sıtkı Tıplamaz, MD *Marmara University, Department of Forensic Medicine,* ***Türkiye***	**3.10 pm**
NURSING APPROACH TO CORPORAL PUNISHMENT IN PEDIATRIC CLINICS Prof. Sema Kuğuoğlu[1], PhD, MSN, RN. Asst. Prof. Rabiye Güney[2], PhD, MSN, RN *[1]Medipol University, Department of Pediatric Nursing,* ***Türkiye*** *[2]University of Health Sciences, Hamidiye Faculty of Nursing, Department of Pediatric Nursing,* ***Türkiye***	**3.25 pm**
PSYCHOSOCIAL CARE OF CHILD VICTIMS OF CORPORAL PUNISHMENT Asst. Prof. Rabiye Güney, PhD, MSN, RN *University of Health Sciences, Hamidiye Faculty of Nursing, Department of Pediatric Nursing,* ***Türkiye***	**3.40 pm**

PREVENTING STRATEGIES FOR CORPORAL PUNISHMENT OF CHILDREN Assoc. Prof. Elif Dönmez, PhD, RN, MSN *University of Health Sciences, Hamidiye Faculty of Nursing,* ***Türkiye***	**3.55 pm**
CORPORAL PUNISHMENT OF CHILDREN IN JAPAN Lecturer Sugawara Takanari, RN *Asahi University,* ***Japan***	**4.10 pm**
UNDERSTANDING THE LIVED EXPERIENCES OF CHILDREN WHO HAVE EXPERIENCED CORPORAL PUNISHMENT IN THE PHILIPPINES Carissa Juliana R. Balaria *Dean of Wesleyan University,* ***Philippines***	**4.15 pm**
CORPORAL PUNISHMENT OF CHILDREN IN THAILAND Assoc. Prof. Patcharee Woragidpoonpol, PhD, Dip. APN, RN, *Chiang Mai University,* ***Thailand***	**4.20 pm**
CORPORAL PUNISHMENT OF CHILDREN IN NEPAL Tulashi R. Gautam[1], PhD, Ruth B. Grubesic[1,2], DrPH, RN, PHCNS-BC, M. Danet Lapiz-Bluhm[1], PhD, RN, MSCI, FAAN, ANEF *1-University of Texas Health Science Center at San Antonio, School of Nursing, United States of America, (Visiting Scholar from* ***Nepal****)* *2-Schreiner University,* ***United States of America***	**4.25 pm**
CORPORAL PUNISHMENT AT SECONDARY SCHOOLS IN MOGADISHU-SOMALIA Senior Lecturer Mohamed Osman Abdi Idris *SIMAD University,* ***Somalia***	**4.30 pm**
CORPORAL PUNISHMENT OF CHILDREN IN BRAZIL Prof. Luciana Schleder Gonçalves *The Federal University of Paraná,* ***Brazil***	**4.40 pm**
REFLECTIONS FOR URGENT ACTION ON BEHALF OF CHILDREN, COLOMBIA Dr. Carlos Alberto Montoya-Marin[1], Sonia Cárdenas Rubiano, Daniel Arturo Guerrero, Cristian David Cifuentes, Sonia Carreño Moreno, Lorena Sánchez Rubio *1-Red Afecto Manizales- Corporation,* ***Colombia***	**4.45 pm**

CORPORAL PUNISHMENT OF CHILDREN IN MEXICO Prof. Juana Mercedes Gutiérrez Valverde, Juan Fernando Ovalle Velázquez, Perla Orozco Naranjo, *Universidad Autónoma de Nuevo León,* ***Mexico***	**4.50 pm**
CORPORAL PUNISHMENT OF CHILDREN IN THE UNITED STATES OF AMERICA Assoc. Prof. Karen Walker Schwab, PhD, APRN, CPNP-PC, PMHS *The University of Texas Health Science Center at San Antonio,* ***United States of America***	**4.55 pm**
THE VIEWS AND PERCEPTIONS OF PARENTS ABOUT CORPORAL PUNISHMENT: A SYSTEMATIC REVIEW Prof. Semiha Akin Eroglu, Ph.D., MSc, RN, Prof., Assoc. Prof. Gamze Temiz, Ph.D., MSc, RN *University of Health Sciences,* ***Türkiye***	**5.00 pm**
A GENERATIONAL PERCEPTION OF DISCIPLINE IN NIGERIA Cynthia U. Edwin, M.Sc., Prof. Candan Öztürk, PhD, RN *Near East University,* ***Turkish Republic of Northern Cyprus***	**5.10 pm**
FREQUENCY, MULTIFACETED HEALTH EFFECTS AND RECOMMENDATIONS FOR CORPORAL PUNISHMENT IN CHILDREN: A SYSTEMATIC REVIEW Bengisu Akoğlu[1], Ayşegül Şimşek[2] *1-Istanbul University,* ***Türkiye*** *2-Marmara University,* ***Türkiye***	**5.20 pm**
EFFECTS OF CORPORAL PUNISHMENT ON CHILDREN WITH OBESITY Perla Orozco Naranjo MPH, BN, RN, Mildred Damaris Pacheco, Juan Fernando Ovalle Velázquez, Juana Mercedes Gutiérrez Valverde DSN, MSN, BN, RN *Universidad Autónomade Nuevo León,* ***Mexico***	**5.30 pm**
CONSEQUENCES ON EATING HABITS EXPERIENCED BY CHILDREN WHO SUFFER CORPORAL PUNISHMENT Perla Orozco Naranjo, MPH, BN, RN, Marco Antonio Alemán, Juana Mercedes Gutiérrez Valverde, DSN, MSN, BN, RN *Universidad Autónomade Nuevo León,* ***Mexico***	**5.40 pm**

DIGITAL PARENTING IN PREVENTING SCREEN VIOLENCE IN CHILDREN Yeliz Dogan Merih, Zehra Acar, Derya Kılınç *University of Health Sciences, **Türkiye***	**5.50 pm**
QUESTIONS AND ANSWERS	

POSTER PRESENTATIONS	
IMPACT OF CORPORAL PUNISHMENT ON CHILD DEVELOPMENT: A NEURODEVELOPMENTAL PERSPECTIVE Zeynep Akdemir[1], Hamza Aydemir[2] *1-University of Health Sciences, **Türkiye*** *2- Ardahan University, **Türkiye***	**6.10 pm**
THE IMPORTANCE OF SOCIAL WORK INTERVENTIONS IN CHILD PHYSICAL ABUSE Hamza Aydemir[1], Zeynep Akdemir[2] *1- Ardahan University, **Türkiye*** *2-University of Health Sciences, **Türkiye***	**6.15 pm**
CLOSURE	

COMMITTEES

EDITORS

Asst. Prof. Rabiye Güney

Prof. Semiha Akin Eroglu

ORGANIZING COMITTEE

Prof. Merdiye Şendir

Prof. M. Danet Lapiz Bluhm

Assoc. Prof. Sonay Göktaş

Assoc. Prof. Elif Dönmez

Assoc. Prof. Elif Bülbül

Asst. Prof. Rabiye Güney

Asst. Prof. Nurdan Yalçın Atar

Lecturer Merve Murat

Res. Asst. Ahmet Özdemir

Nursing Student Zeynep Karaarslan

Nursing Student İbrahim Yaser Alsatari

SECRETARIAT

Asst. Prof. Rabiye Güney

MODERATOR

Assoc. Prof. Elif Bülbül

SCIENTIFIC COMITTEE

Prof. Merdiye Şendir, University of Health Sciences, Türkiye

Prof. M. Danet Lapiz Bluhm, University of Texas Health Science Center at San Antonio, USA

Prof. Sonay Göktaş, University of Health Sciences, Türkiye

Prof. Ayfer Açıkgöz, Eskişehir Osmangazi University, Türkiye

Prof. Luciana S. Gonçalves, Universidade Federal do Paraná, Brazil

Prof. Chisako Sakakibara, Asahi University, Japan

Prof. Hatice Yıldırım Sarı, İzmir Katip Çelebi University, Türkiye

Prof. Juana Mercedes Gutiérrez Valverde, Universidad Autónoma de Nuevo León, Mexico

Assoc. Prof. Elif Dönmez, University of Health Sciences, Türkiye

Assoc. Prof. Dr. Wanchai Lertwatthanawilat, Chiang Mai University, Thailand

Assoc. Prof. Karen Walker Schwab, University of Texas Health Science Center at San Antonio, USA

Assoc. Prof. Patcharee Woragidpoonpol, Chiang Mai University, Thailand

Asst. Prof. Esra Ardahan Akgül, İzmir Katip Çelebi University, Türkiye

Asst. Prof. Rabiye Güney, University of Health Sciences, Türkiye

Asst. Prof. Sonia Carreño-Moreno, Universidad Nacional de Colombia, Colombia

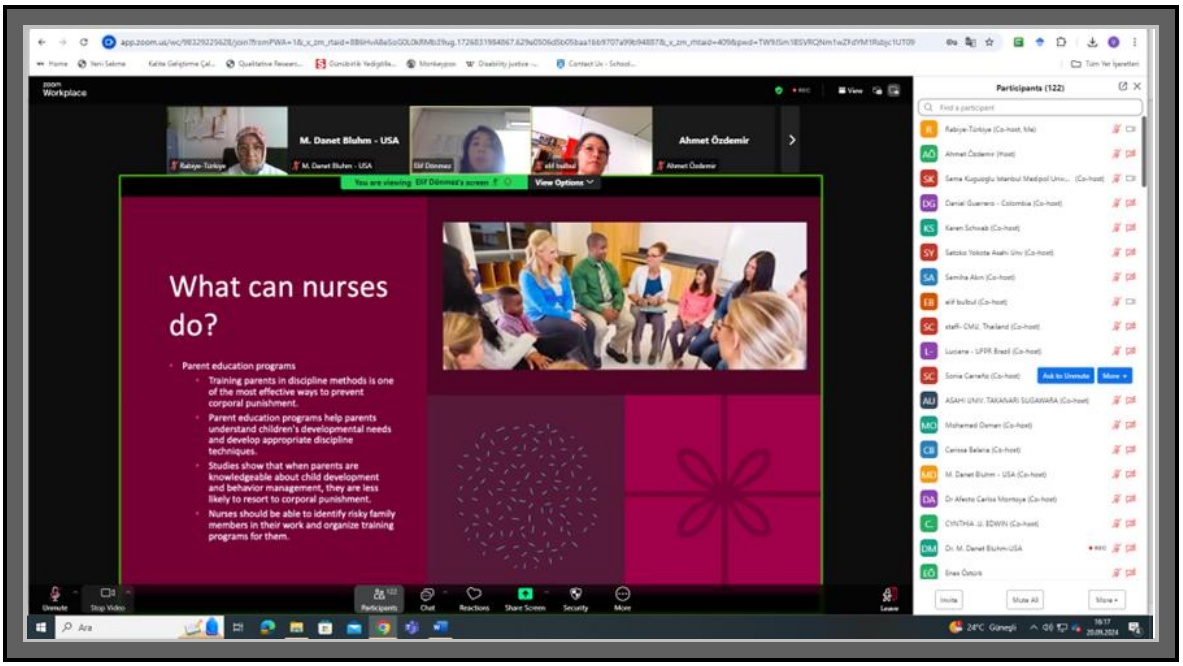
Asst. Prof. Lorena Sánchez-Rubio, University of Tolima, Colombia

Lecturer Takanari Sugawara, Asahi University, Japan

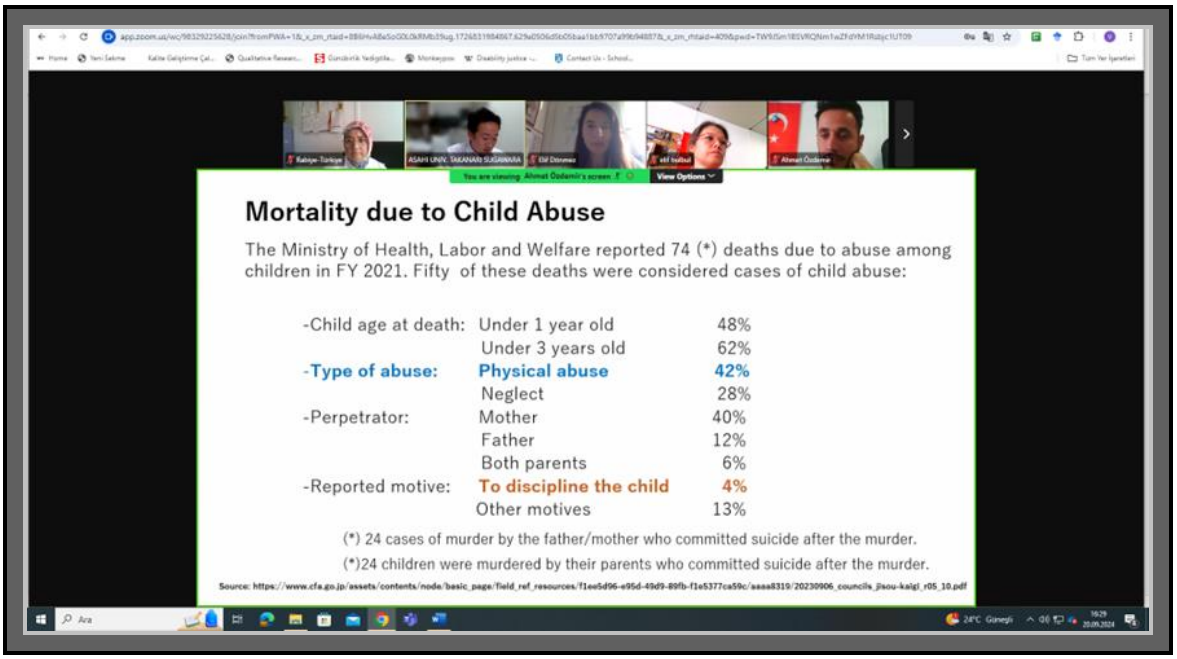
Participant countries (11): Brazil, Colombia, Japan, México, Nepal, Philippines, Republic of Northern Cyprus, Somalia, Thailand, United States of America, Türkiye

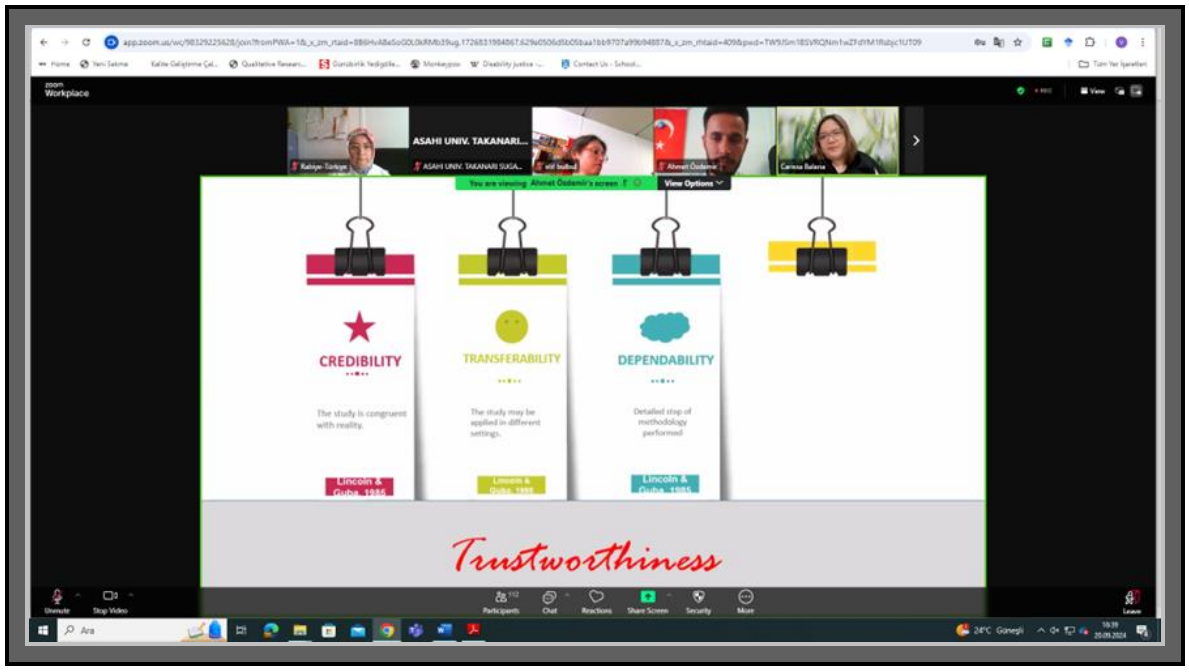
Language: English

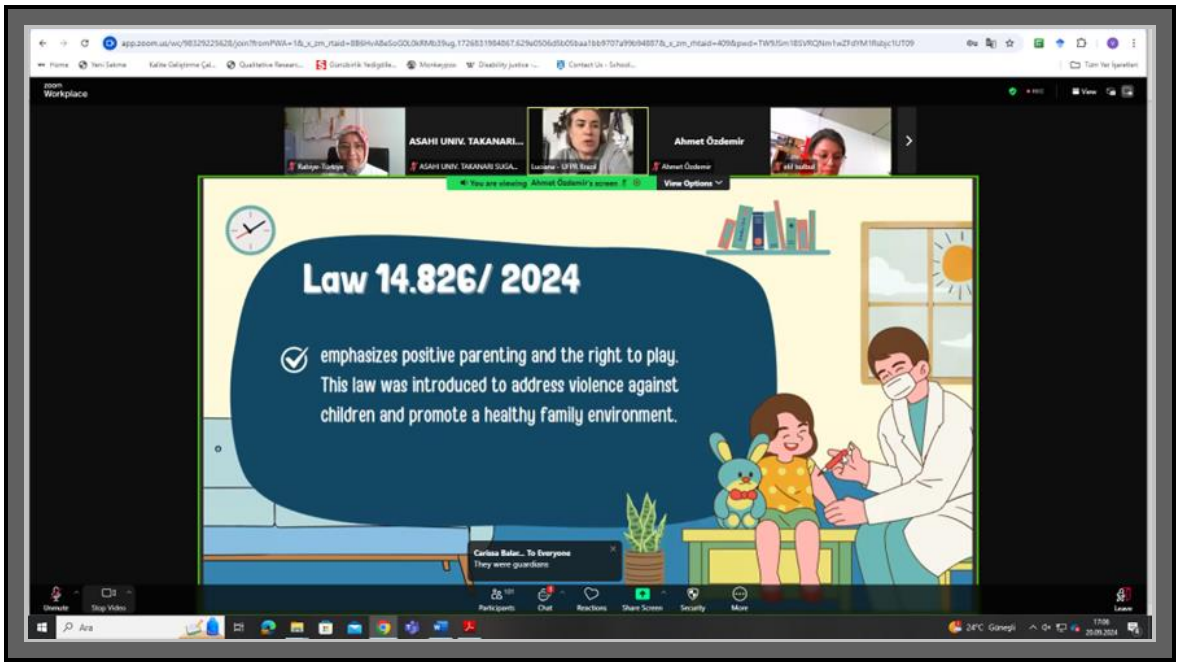
PICTURES FROM THE MEETING

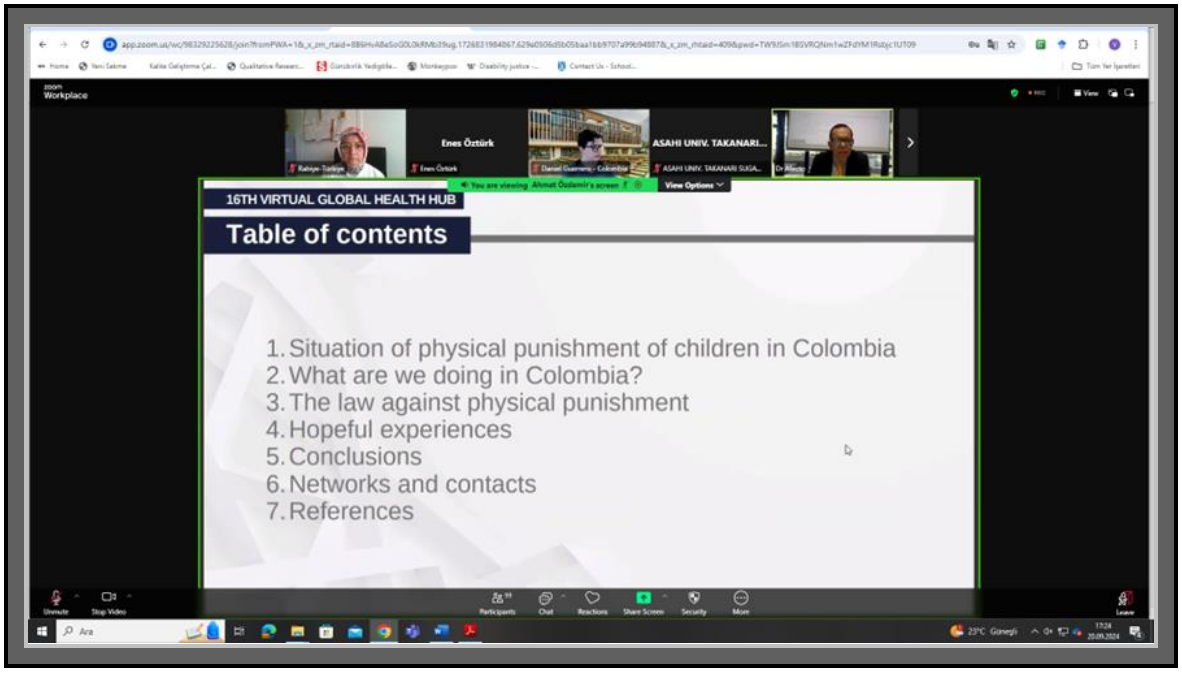

Workplace
M. Danet Bluhm - USA
Ahmet Özdemir
Participants (122)
What can nurses do?
Parent education programs
Training parents in discipline methods is one of the most effective ways to prevent corporal punishment.
Parent education programs help parents understand children's developmental needs and develop appropriate discipline techniques.
Studies show that when parents are knowledgeable about child development and behavior management, they are less likely to resort to corporal punishment.
Nurses should be able to identify risky family members in their work and organize training programs for them.

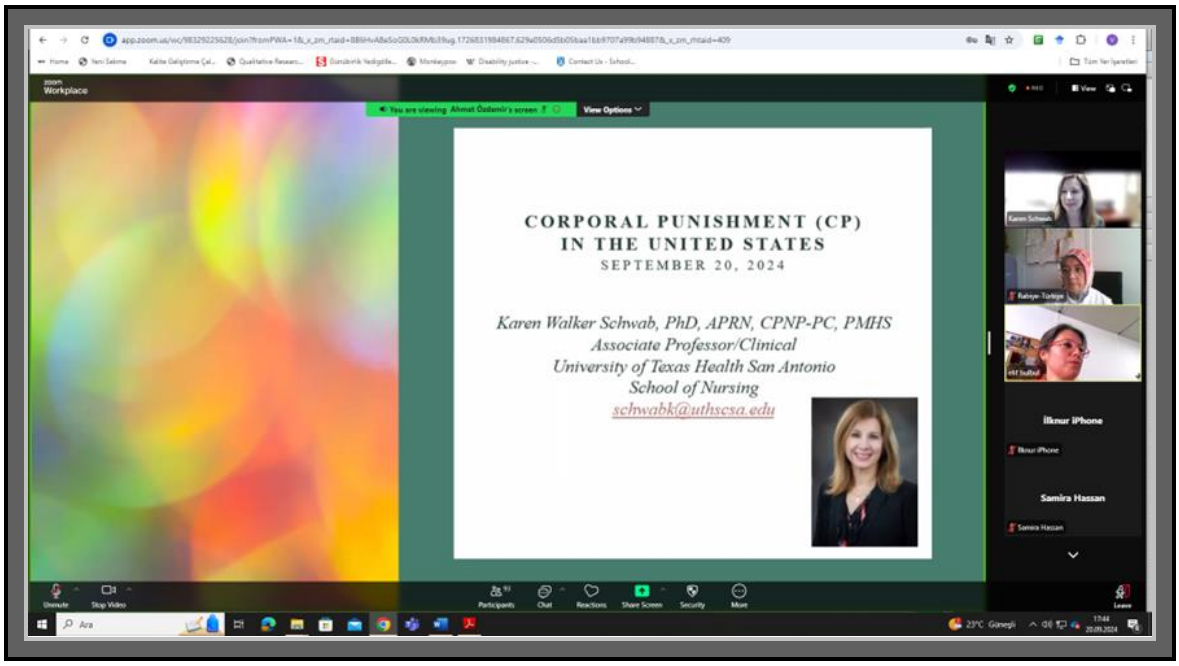

Workplace
Elif Dönmez
Japan became the 59th country in the world to ban corporal punishment in 2020.
LAW
CORPORAL PUNISHMENT SHALL NOT BE USED WHEN DISCIPLINING CHILDREN.
59th

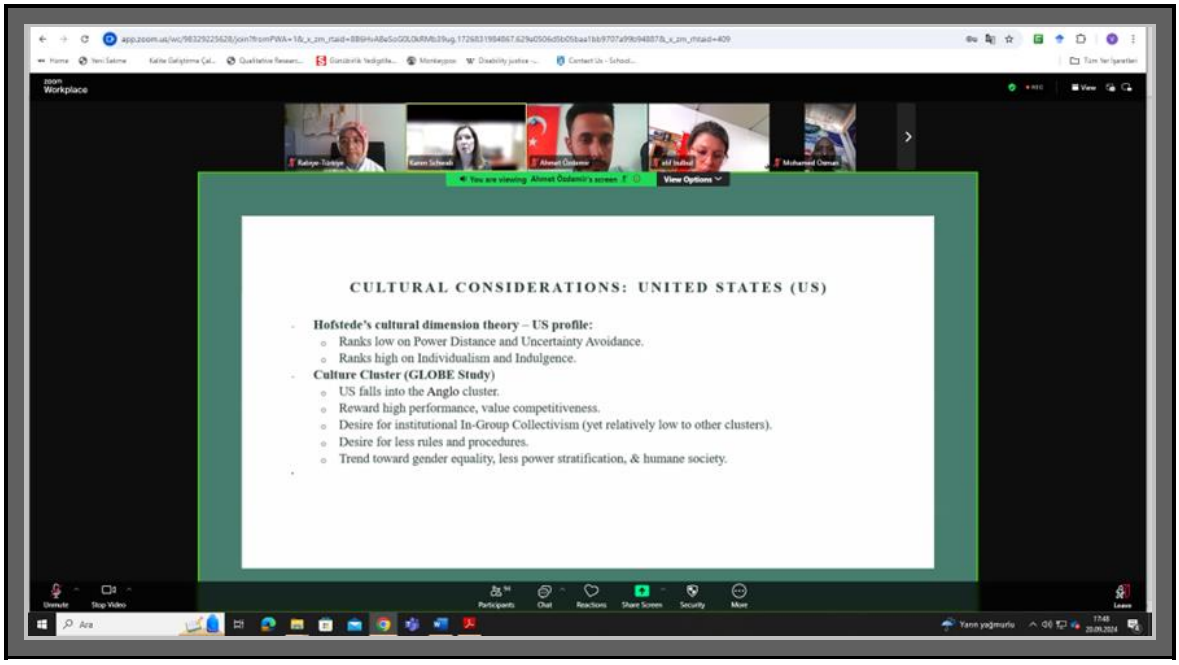

Mortality due to Child Abuse
The Ministry of Health, Labor and Welfare reported 74 (*) deaths due to abuse among children in FY 2021. Fifty of these deaths were considered cases of child abuse:
-Child age at death: Under 1 year old 48%
Under 3 years old 62%
-Type of abuse: Physical abuse 42%
Neglect 28%
-Perpetrator: Mother 40%
Father 12%
Both parents 6%
-Reported motive: To discipline the child 4%
Other motives 13%
(*) 24 cases of murder by the father/mother who committed suicide after the murder.
(*)24 children were murdered by their parents who committed suicide after the murder.
Source: https://www.cfa.go.jp/assets/contents/node/basic_page/field_ref_resources/f1ee5d96-e95d-49d9-89fb-f1e5377ca59c/aaaa8319/20230906_councils_jisou-kaigi_r05_10.pdf

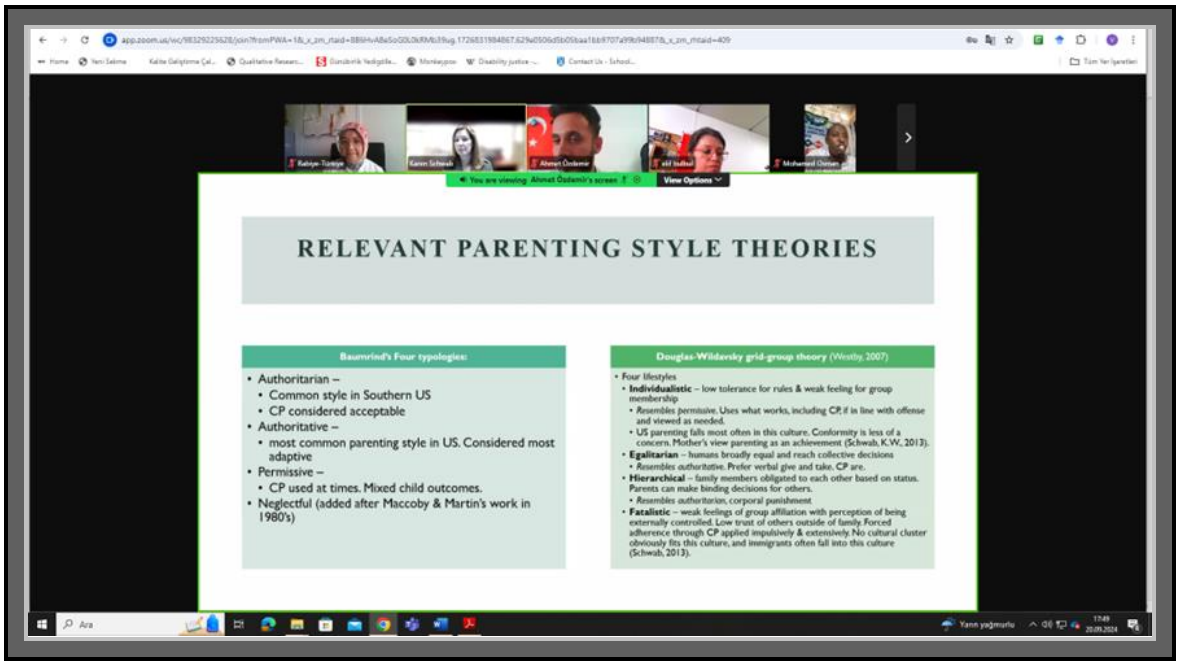

CREDIBILITY
TRANSFERABILITY
DEPENDABILITY
Trustworthiness

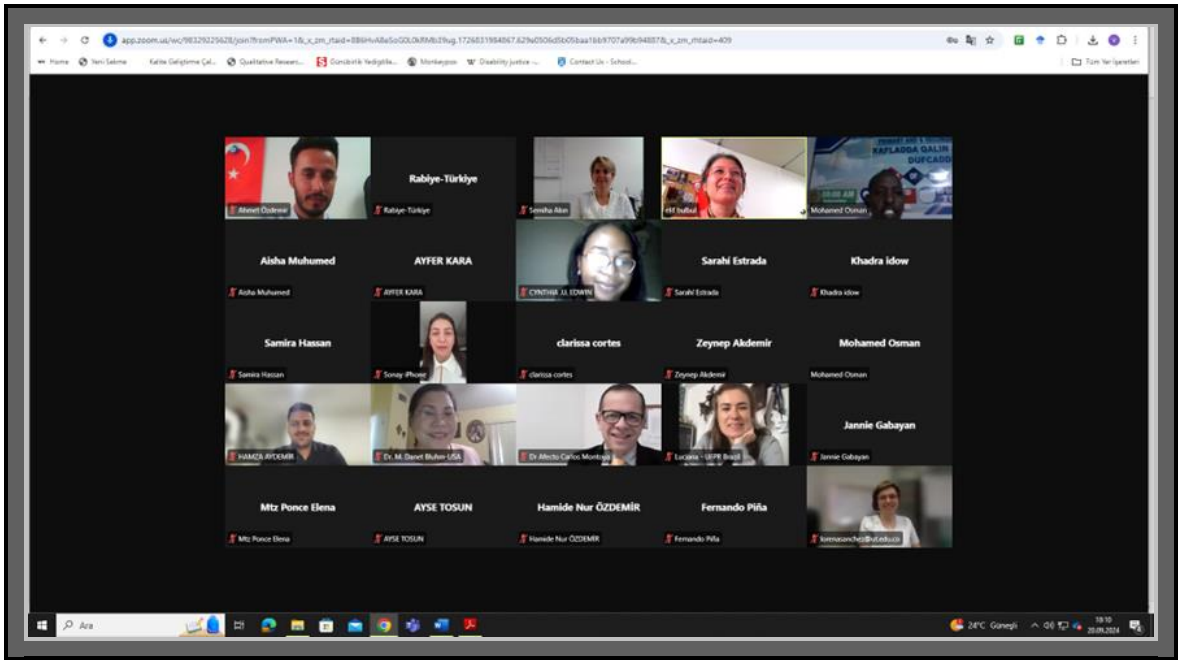

Law 14.826/ 2024
emphasizes positive parenting and the right to play.
This law was introduced to address violence against children and promote a healthy family environment.


16TH VIRTUAL GLOBAL HEALTH HUB
Table of contents
1. Situation of physical punishment of children in Colombia
2. What are we doing in Colombia?
3. The law against physical punishment
4. Hopeful experiences
5. Conclusions
6. Networks and contacts
7. References


CORPORAL PUNISHMENT (CP)
IN THE UNITED STATES
SEPTEMBER 20, 2024
Karen Walker Schwab, PhD, APRN, CPNP-PC, PMHS
Associate Professor/Clinical
University of Texas Health San Antonio
School of Nursing
schwabk@uthscsa.edu
İlknur iPhone
Samira Hassan


CULTURAL CONSIDERATIONS: UNITED STATES (US)
Hofstede's cultural dimension theory – US profile:
Ranks low on Power Distance and Uncertainty Avoidance.
Ranks high on Individualism and Indulgence.
Culture Cluster (GLOBE Study)
US falls into the Anglo cluster.
Reward high performance, value competitiveness.
Desire for institutional In-Group Collectivism (yet relatively low to other clusters).
Desire for less rules and procedures.
Trend toward gender equality, less power stratification, & humane society.


RELEVANT PARENTING STYLE THEORIES
Baumrind's Four typologies:
• Authoritarian –
• Common style in Southern US
• CP considered acceptable
• Authoritative –
• most common parenting style in US. Considered most adaptive
• Permissive –
• CP used at times. Mixed child outcomes.
• Neglectful (added after Maccoby & Martin's work in 1980's)
Douglas-Wildavsky grid-group theory (Westby, 2007)
• Four lifestyles
• Individualistic – low tolerance for rules & weak feeling for group membership
• Resembles permissive. Uses what works, including CP, if in line with offense and viewed as needed.
• US parenting falls most often in this culture. Conformity is less of a concern. Mother's view parenting as an achievement (Schwab, K.W., 2013).
• Egalitarian – humans broadly equal and reach collective decisions
• Resembles authoritative. Prefer verbal give and take. CP are.
• Hierarchical – family members obligated to each other based on status. Parents can make binding decisions for others.
• Resembles authoritarian, corporal punishment
• Fatalistic – weak feelings of group affiliation with perception of being externally controlled. Low trust of others outside of family. Forced adherence through CP applied impulsively & extensively. No cultural cluster obviously fits this culture, and immigrants often fall into this culture (Schwab, 2013).


Rabiye-Türkiye
Aisha Muhumed
AYFER KARA
Sarahi Estrada
Khadra idow
Samira Hassan
clarissa cortes
Zeynep Akdemir
Mohamed Osman
Jannie Gabayan
Mtz Ponce Elena
AYSE TOSUN
Hamide Nur ÖZDEMİR
Fernando Piña

GLOBAL PERSPECTIVES ON CORPORAL PUNISHMENT OF CHILDREN

Copyright © 2025

ALL RIGHTS RESERVED. Any unauthorized reprint or use of this material is prohibited. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without express written permission from the editors and authors. Scientific, intellectual, and literary responsibility of the published chapters belongs to the authors. ISBN: 978-625-00-2916-9 İstanbul-TÜRKİYE