

Victimisation from Adult Aggression at Home, Witnessing of Domestic  
Aggression, and Victimisation from Physical Punishment by a Teacher  
among Children in Nepal

Master's Thesis in  
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## Abstract

**Objective:** The aim of the study was to measure victimisation from adult aggression at home, witnessing of domestic aggression, and victimisation from physical punishment by a teacher at school among children in Nepal.

**Method:** A questionnaire was filled in by 401 Nepalese children, 187 girls and 214 boys. The mean age for girls was 14.0 years ( $SD = 1.14$ ), and for boys 14.3 ( $SD = 1.20$ ). The questionnaire included scales for measuring victimisation from adult aggression at home, witnessing of domestic aggression, and victimisation from physical punishment by a teacher at school.

**Results:** Boys were significantly more victimised from adults at home as well as from teachers at school, they also reported witnessing significantly more aggression at home compared to girls. The 16-yr olds scored significantly highest on victimisation from adult aggression at home and also from physical punishment at school. In every age group victimisation from physical punishment by a teacher was significantly more common than victimisation from the two forms of domestic aggression. The most typical punishments at school were sit-ups, to be sent out from the class, beaten or hit, and the so called Murgaha punishment. Being hit with a stick or a broom at home were the most common cause for scars on the children's bodies. The most common reasons for being punished at home were: not studying, watching TV too long, and disobedience. The most common reasons for being punished at school were all related to studies.

**Conclusion:** The children in the sample were found to be subjected to multiple forms of victimisation, both at home and at school. Further studies are necessary to obtain more knowledge about the situation of children in Nepal.

*Keywords:* victimisation, adult aggression, witnessing of domestic aggression, physical punishment by a teacher, children in Nepal.

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## 1. Introduction

### *1.1 The Aim of the Study*

The aim of the study was to investigate victimisation from domestic violence and school violence among children in Nepal. Domestic violence was measured as victimisation from adult aggression at home as well as witnessing of domestic violence. School violence was measured as victimisation from physical punishment by a teacher at school, and victimisation from peer aggression at school. A further aim of the study was to describe the historical background of education in Nepal, and the educational system of Nepal of today.

### *1.2 The Educational System of Nepal*

The Education Act 2028 BS, section 19, p. 85, allows the right to the government of Nepal to formulate policies and laws related to education (Government of Nepal, 1971). Since 2015, the new constitution aims to renew the administration of education at the state and local governmental levels. The Federal Ministry of Education (MOE) is responsible for the overall development of educational policies; this currently includes developing textbooks and curricula, administering the national level examinations, and training and recruiting teachers for the public schools. It is yet to be seen how the role of the MOE will evolve within the federal system (Dilas, Cui, &Trines, 2018).

The idea of a compulsory basic education (grades 1 to 8) was introduced in Nepal when the new education bill that was passed in 2016. After the eighth grade, the 4-year secondary education cycle begins (grades 9 to 12). The secondary education comprises of two tracks: general education and vocational-technical education. The vocational-technical education is yet on the pilot phase (ibid).

The evaluation progression is defined by the examination that occurs every few months with a final exam around the end of every academic year. Students have to pass a national level exam, the SEE, in order to qualify for 11th grade and the process is repeated for the promotion to the first and second grade (ibid.).

The general education contains few compulsory subjects, a vocationally oriented subject, and one elective subject. The vocational-technical education is to contain practical application subjects such as engineering, agriculture, medicine or forestry. The national curriculum framework is presented in Table 1.

Table 1

*The Nepalese National Curriculum Framework of 2018*

	Primary Scope of Learning	Subjects
Basic Education, grades 1-8		
First stage grades 1-3	Language, mathematics, social studies, local level education	Activity books are to be developed by having the subjects from primary scope of learning incorporated with the curriculum in order to organise activities related to teaching and learning.
Second stage grades 4-5	Nepali, English, mathematics, social studies	Compulsory: Nepali, mathematics, English, social studies, with two additional subjects the school would decide depending on the local needs
Third stage grades 6-8	Language, mathematics, social studies, science, local level education	Compulsory: Nepali, English, mathematics, social studies, science. First optional: Language/other Second optional: Local subject (occupation, business, profession, etc.)
Secondary Education, grades 9-12		
General stream grades 9-12	Language, science, mathematics, social studies	Based on a personal plan.
Vocational stream grades 9-12	Agriculture, forestry, medical education, engineering	Based on the nature and the most possible scope of the subject, and suggestions from professionals.

After: Government of Nepal (2018).

### *1.3 Legislation against Physical Punishment of Children in Countries Members of the South Asian Association for Regional Cooperation (SAARC)*

By January of 2018, 53 countries had by law forbidden physical punishment of children in any setting (Global Initiative to End Corporal Punishment, 2018a). Additionally, 56 other countries are on the verge of following a similar path of protecting children from physical punishment. Sweden and Finland were the first two countries to ban physical punishment in 1979 and 1983 respectively (ibid.).

On September 18, 2018, Nepal became the 54th country to ban physical punishment in all settings. On that day, an Act was adopted by Nepal after being certified by the president. Section 7(5) of the Act states that “*Each child has a right to be protected against all types of physical or mental violence and punishment, neglect, inhumane behaviour, gender based or discriminatory abuse, sexual abuse and exploitation committed by his/her father, mother, other family members or guardian, teacher or any other person.*” (Global Initiative to End Corporal Punishment, 2018b).

In India, the process of making physical punishment unlawful is still ongoing. The law protects children to some degree (Anand, 2014). An UN recommendation to prohibit physical punishment in all settings was accepted by the government of India in 2017. The section 89 of the Penal Code of 1860 does not entirely render the act of physically punishing a child by parents and teachers unlawful. India is yet to have a full prohibition of physical punishment in all settings (Global Initiative to End Corporal Punishment, 2018c).

In Bangladesh, several commitments to legally prohibit physical punishments in all settings have been made, e.g. in the 2006 and 2009 meetings of the South Asian Forum, and most recently in 2018, during the Universal Periodic Review of Bangladesh. Recommendations to prohibit the physical punishment was accepted by the government. However, achievement of prohibition of physical punishment under all circumstances is yet to be fulfilled (Global Initiative to End Corporal Punishment, 2018d).

In the Maldives, it is not illegal for parents to punish children by using force. What makes it legal is the Penal Code 2014, article 44. The code also gives authority to teachers to punish children physically. Prohibition of physical punishment both at home and in school is yet to be achieved (Global Initiative to End Corporal Punishment, 2018e).

In Afghanistan, the prohibition of physical punishment in all settings is yet to be achieved. The law against physical punishment is not interpreted on a par with the law against violence and abuse. The right of fathers and teachers to punish sons and students is assured by article 194(6) of the Shiite Personal Law Status 2009 (Global Initiative to End Corporal Punishment, 2018f).

In Bhutan, a provision in the Penal Code 2004 (Article 109 and 111) defends the parents' use of force in order to discipline minors. In order to fulfill the commitment of prohibition of physical punishment in all settings, such provisions must be amended. Bhutan has expressed their commitment made in 2006 in the South Asia Forum, and in 2005, in the regional consultation of the UN Study of Violence against Children (Global Initiative to End Corporal Punishment, 2018g).

In Pakistan, a commitment to reform the laws to prohibit the physical punishment of children in all settings has been made. Much like Bangladesh, the Maldives, Afghanistan and Bhutan, the law of Pakistan (Article 89 of the Penal Code) provides parents and teachers with the authority to use physical force in order to discipline children (Global Initiative to End Corporal Punishment, 2018h).

In Sri Lanka, much like the other SAARC nations with the exception of Nepal, the progress of making physical punishment an unlawful act is still limited to a commitment. A reiteration of

the commitments of 2005 and 2006 to prohibit all physical punishment of children in 2017 has been made during the Universal Periodic Review of Sri Lanka. However, Sri Lanka has, in 2016, associated itself with the Global Initiative to End All Corporal Punishment of Children as a pathfinder country (Global Initiative to End Corporal Punishment, 2018i).

#### *1.4 Consequences of Physical Punishment*

Physical punishment is associated with multiple negative outcomes according to numerous studies. A meta-analysis of 88 studies found that physical punishment was associated with an increased probability of aggressive and criminal behaviour, victimisation of abuse, antisocial behaviour in children, and child abuse as adults (Gershoff, 2002).

It has also been found that socio-emotional problems, antisocial behaviour, anxiety, depression, low self-esteem, impulsiveness, occur more among children who are subjected to physical punishment (Eamon, 2000). Eamon (2001) also found that outcomes such as suicide, depression, domestic violence, and drug abuse occurred still in adulthood. A study from China found that children who were subjected to physical punishment (shoved, hit, grabbed, pushed, punched, thrown something at, slapped) had higher likelihood of being engaged in alcohol consumption as at early age (Cheng, Huang, & Anthony, 2011).

A study from Finland has shown that physical punishment during childhood was associated with higher scores on alcohol abuse, depression, mental health problems, and schizotypal personality in adulthood, as well as a higher risk for divorce and attempted suicide during the last 12 months was also found (Österman et al., 2014)

Additionally, harsh physical punishment has also been found to be associated with higher likelihood of physical health conditions (Afifi, Mota, MacMilan, & Sareen, 2013).

Despite the lack of evidence, it has been a case of frequent claims that physical punishment from loving parents does not cause harmful results (Larzelere, 2000). However, a study in Madrid suggests that physical punishment can still have negative outcomes on children despite being executed by loving and supporting parents (Gámez-Guadix, Carrobbles, Almendros, & Fernández-Alcaraz, 2010).

Physical punishment during childhood, handed out by parents either loving or not, has been found to be positively associated with adult psychopathology including conditions such as major depression, alcohol abuse or dependence, and externalizing problems (Afifi, Brownridge, Cox, & Sareen, 2005). Still, it has also been found that not all children who experienced physical punishment developed psychopathology later in life (Afifi, Brownridge, Cox, & Sareen, 2005).

A study from Pakistan investigated how physical punishment affected students' learning (Arif, & Rafi, 2007). It was found that students who were victimised from physical punishment started to misbehave still more and their learning process was obstructed.

### *1.5 Children's Human Rights*

The Geneva Declaration of the Rights of the Child was adopted by the League of Nations on 26 September 1924, it sets five principles that would protect the rights of children under all circumstances and diversities (League of Nations, 1924). An extended version of the document was adopted by the United Nations in 1959 (United Nations, 1959). However, in 1989 a worldwide effort was made that would legally protect the rights of the children when the Convention on the Rights of the Child (CRC), incorporating the full range of human rights, civil, cultural, economic and social rights, was adopted by the UN General Assembly (UNICEF, 1989). The rights of children under the CRC can be classified into three types: provision of basic needs, children's participation in their family life, and communities, and, protection against neglect and abuse. The convention has been ratified by 195 countries, it comprises of 54 articles (Hope for Children CRC Policy Center, 2018).

The human rights of the children according to the convention can be narrowed down to the following four core principles: non-discrimination, devotion to the best interests of the child, the right of life, survival, and development, and respect for the views of the child.

The CRC has not been spared of criticisms. Arguments such as "The CRC is about liberty rights and not about protecting children", "The CRC gives children dangerous freedoms and undermines respect for adults and for parents", "Ideas about their rights could encourage children to be greedy, selfish, and irresponsible", and "The CRC could lead to complacency that treaties alone are enough to improve conditions for children" seem to be common critical responses (Alderson, 2000).

### *1.6 Strategies to Diminishing Physical Punishment in Schools*

In in the Luwerno district in Uganda, the Good School Toolkit programme was designed to prevent students from being subjected to violence by teachers between 2012 and 2014 (Kyegombe, et al., 2017). When implemented, it was noted that one of the primary aspects regarding the reduction of violence in school from teacher to student was the relationship between them. During the programme, the relationship was the first factor that improved in the form of less fear of teachers amongst the students. Another factor was the use of reward and praise in order to encourage desired behaviour amongst the students. The teachers then



went on to value positive and alternative discipline methods, and peer-to-peer discipline that proved to be important for reducing the use of violence.

In Togo, use of positive discipline codes in a trial project in 62 schools resulted in the decline of use of sticks and forcing students to kneel down under the sun as a method of physical punishment (PLAN International, 2018).

A study conducted in Finland, twenty-eight years after the complete ban of physical punishment of children showed that after the introduction of the law slapping and beating children with an object diminished significantly (Österman, Björkqvist, & Wahlbeck, 2014). Another study conducted three years later by the same research group found a similar continuous significant decline in physical punishment after the law (Österman, Björkqvist, & Wahlbeck, 2018).

### *1.7 Research Questions of the Thesis*

The following research questions were investigated:

- (a) Sex differences in victimisation of physical punishment from adults at home as well as from teachers at school.
- (b) Sex differences in reported witnessing of aggression at home.
- (c) Age differences in victimisation from adult aggression at home and also from physical punishment at school from a teacher.
- (d) Comparison between amount of physical punishment by a teacher at school and victimisation from domestic aggression.
- (e) Multiple forms of victimisation, both at home and at school.

## 2. Method

### 2.1 Sample

A questionnaire was filled in by 401 Nepalese children, 187 girls and 214 boys. Mean age for girls was 14.0 years ( $SD = 1.14$ ), and for boys 14.3 ( $SD = 1.20$ ), the age difference was significant [ $t_{(399)} = 2.65, p = .008$ ]. Three-hundred-and-sixty children were Hindus, 15 were Buddhists, 13 were Muslims, and 6 were Christians. Of the children 7.3 % had one sibling, 52.7 % had two siblings, 24.8 % had three siblings, 9.9 % had four, 5.3 % five or more siblings.

### 2.2 Instrument

A questionnaire including four scales was constructed for the study. Two scales measured domestic violence: *Victimisation from Adult Aggression at Home* and *Witnessing of Domestic Violence*, and two scales measured school violence: *Victimisation from Physical Punishment at School* and *Victimisation from Peer Aggression at School*. Responses were given on a five point scale (0 = never, 1 = seldom, 2 = sometimes, 3 = often, 4 = very often).

For number of items in the scales and Cronbach's Alphas see Table 1. For single items of the scales see Table 2. The scale measuring victimisation from peer aggression at school was based on only three items, it did not reach an adequate level of reliability and was thus not used as a scale, but the single items were used instead.

Table 1  
*Alpha Values of the Scales in the Study*

Scales	Items in the final scale	Cronbach's Alpha $\alpha$
Domestic Violence		
Victimisation from Adult Aggression at Home	14 items	.85
Witnessing of Domestic Violence	6 items	.76
School Violence		
Victimisation from Physical Punishment at School	10 items	.89
Victimisation from Peer Aggression at School	3 items	.59

Table 2  
*Single Items of the Scales*

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Scales
Domestic Violence
Victimisation from Adult Aggression at Home
An adult at home has:
a) Yelled angrily at you
b) Called you bad names
c) Pulled your hair
d) Pulled your ear
e) Made you feel ashamed
f) Pinched you
g) Slapped you with the hand
h) Thrown things at you
i) Told you to go out, and stay out
j) Criticised you all the time
k) Not given you food as a punishment
l) Threatened to throw you out of the house
m) Hit you with an object
n) Burnt you as a punishment
Witnessing of Domestic Violence
My parents have:
a) Quarrelled with each other
b) Shouted angrily at the other
c) Thrown things at the other
d) Damaged belongings
e) Slapped the other with the hand
f) Hit the other with an object
School Violence
Victimisation from Punishment by a Teacher
a) Yelled angrily at you
b) Called you stupid
c) Given you bad names
d) Pulled your hair
e) Pulled your ear
f) Made you feel ashamed
g) Made you feel afraid
h) Slapped you with the hand
i) Criticised you all the time
j) Hit you with an object
Victimisation from Peer Aggression at School
a) Hit you, or kicked you
b) Yelled at you, called you bad names, or said hurtful things to you
c) Done backbiting about you which made you feel lonely

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### *2.3 Procedure*

The data collection took place between 25<sup>th</sup> of January and 1<sup>st</sup> of February 2015 in a city of 118,000 inhabitants in Nepal. The data was collected by the author. Kiran Thapa helped during the data collection in one school. Meetings with the principals of the schools were organised and the survey was properly discussed and eventually the permission to conduct the survey was granted. An official recommendation letter was provided by Kaj Björkqvist, professor and supervisor of the Peace program which proved to be useful in applying for permission.

### *2.4 Ethical Considerations*

The study adheres to the principles concerning human research ethics of the Declaration of Helsinki (World Medical Association, 2013), as well as guidelines for the responsible conduct of research of the Finnish Advisory Board on Research Integrity (2012).

### 3. Results

#### 3.1 Correlations between the Scales in the Study

Significant correlations were found between the three scales (Table 3). The highest correlation was between victimisation from adults at home and being victimised from teachers at school ( $r = .48$ ). The lowest correlation was found between witnessing of domestic aggression at home and victimisation from teachers at school ( $r = .29$ ).

Table 3  
*Correlations between the Scales in the Study*

	1.	2.
1. Victimization from Adult Aggression at Home		
2. Witnessing of Domestic Violence	.46 ***	
3. Victimization from Physical Punishment at School	.48 ***	.29 ***

\*\*\*  $p < .001$

#### 3.2 Number of Siblings

For boys the number of siblings correlated positively with victimisation from adult aggression at home, witnessing of domestic violence and victimisation from physical punishment at school (Table 4). For girls no such correlations were found.

Table 4  
*Correlations for Boys and Girls between Number of Siblings and Three Types of Victimization (N = 400)*

	Boys		Girls	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Victimization from Adult Aggression at Home	.23	.001	-.10	<i>ns</i>
Witnessing of Domestic Violence	.21	.002	.07	<i>ns</i>
Victimization from Physical Punishment at School	.23	.001	.03	<i>ns</i>

### 3.3 Sex Differences in Victimisation from Aggressive Behaviours

A multivariate analysis of variance (MANOVA) was conducted with sex as independent variable and three types of victimisation as dependent variables. The multivariate analyses was significant (Table 5, Fig. 1). The univariate analyses showed that boys were significantly more victimised from adults at home and from teachers at school. They also witnessed significantly more violence at home compared to girls.

Table 5

*Results of a Multivariate Analysis of Variance (MANOVA) with Four Types of Victimisation as Dependent Variables (N = 400)*

	<i>F</i>	<i>df</i>	<i>p</i> <	$\eta^2$	Group with Higher Mean
Effect of sex					
Multivariate analysis	22.45	397, 3	.001	.145	
Univariate analyses					
Victimisation from Adult Aggression at Home	57.81	1, 399	.001	.127	Boys
Witnessing of Domestic Violence	10.34	”	.001	.025	Boys
Victimisation from Physical Punishment at School	36.34	“	.001	.083	Boys

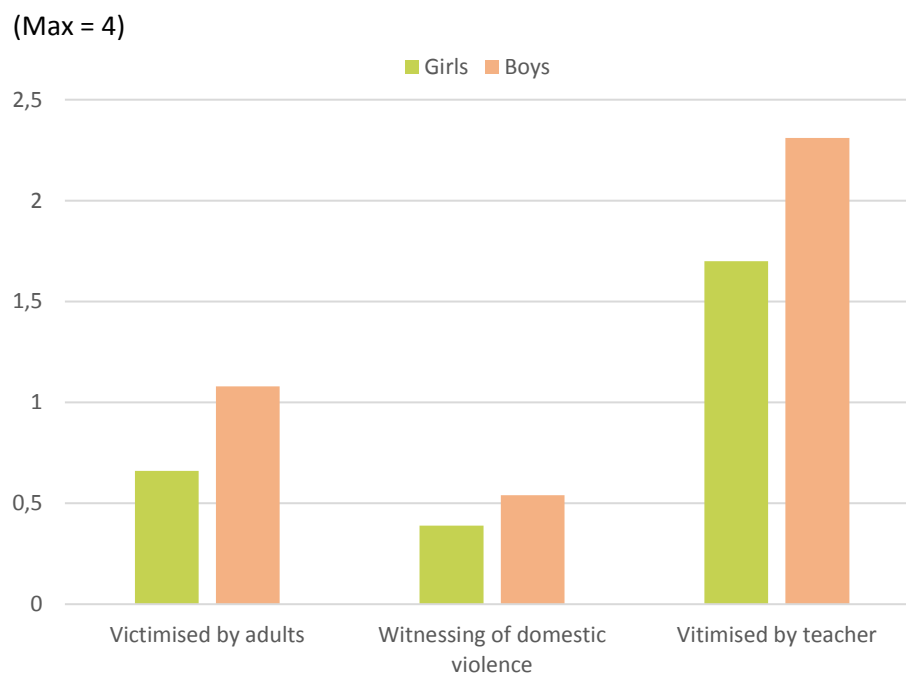


Figure 1. Mean values for girls and boys on three types of victimisation (N = 400).

### 3.4 Age Differences in Victimization from Aggressive Behaviours

A multivariate analysis of variance (MANOVA) was conducted with age groups (12-16 years) as independent variable and three types of victimisation as dependent variables. The multivariate analyses was significant (Table 6, Fig. 2).

Table 6

*Results of a Multivariate Analysis of Variance (MANOVA) with Age Groups and Three Types of Victimization as Dependent Variables (N = 390)*

	<i>F</i>	<i>df</i>	<i>p</i> <	$\eta^2$	Group Differences
Effect of age group					
Multivariate analysis	3.04	12, 1155	.001	.031	
Univariate analyses					
Victimisation from Adult Aggression at Home	7.47	4, 385	.001	.072	16-yrs > all
Witnessing of Domestic Violence	2.81	”	.025	.028	16-yrs > 13-yrs
Victimisation from Physical Punishment at School	3.25	“	.012	.033	16-yrs > all except 12-yrs

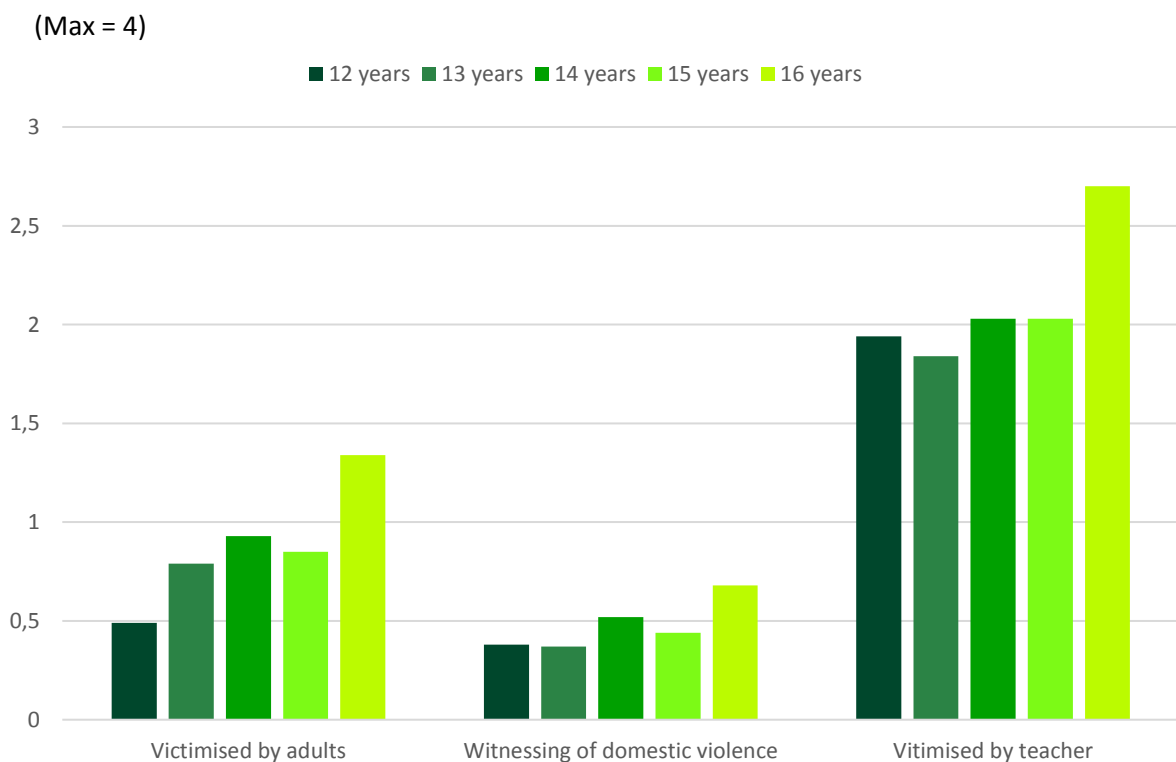


Figure 2. Mean values for respondents in five age groups on three types of victimisation (N = 400).

The univariate analyses were all significant. The 16-yr olds scored significantly higher than all other age groups on victimisation from adult aggression at home. The same age group also scored significantly higher than all the others, with the exception of the 12-year olds, on victimisation from physical punishment at school. In addition a tendency was found for the 16-year olds to score higher than the 13-years old on witnessing of domestic violence.

### 3.5 Differences between Types of Victimisation

Two multivariate within-subject analyses of variance were made, one for girls and one for boys, comparing amounts of victimisation from adult aggression at home, witnessing of domestic violence, and victimisation from physical punishment at school. The multivariate analyses were significant for both girls [ $F_{(2, 185)} = 212.53, p < .001, \eta_p^2 = .697$ ] and boys [ $F_{(2, 212)} = 289.26, p < .001, \eta_p^2 = .732$ ], showing that victimisation from physical punishment by a teacher at school was significantly more common than victimisation from the two forms of domestic violence (Fig 1).

Five multivariate within-subject analyses of variance were made, one for each age group between 12 and 16 years of age, using the same variables as above. It was found that in every age group victimisation from physical punishment by a teacher at school was significantly more common than victimisation from the two forms of domestic violence (Table 7, Fig 2).

Table 7  
*Results of Five Within Subject Multivariate Analyses of Variance (WSMANOVA) with Three Types of Victimisation in Five Age Groups (N = 390)*

	<i>F</i>	<i>df</i>	<i>p</i> <	$\eta_p^2$	Type of victimisation with the highest mean
Effect of age group					
Multivariate analyses					
12-year olds	22.62	2, 16	.001	.739	Victimised by teacher
13-year olds	81.12	2, 65	.001	.714	”
14 -year olds	178.80	2,155	.001	.698	”
15-year olds	159.22	2, 120	.001	.726	”
16-year olds	53.96	2, 24	.001	.818	”



### 3.6 Additional Types of Punishment at Home and at School

In addition to the types of punishment included in the questionnaire the children were also asked what other types of punishment they were subjected to at home and at school (Table 8 and 9). A total of 19 different forms of punishment at home were mentioned.

Table 8  
*Additional Types of Punishment at Home*

	Number of responses
Locked inside the room or toilet, our outside	5
Scolded	5
Forbidden to play	4
Forbidden to talk	3
Forced to read	2
Grabbed by the hair and spinned around	1
Demotivating, and unreasonable yelling	1
Parents feel ashamed of themselves because of me	1
Forbidden to use of cell phones	1
Made wash clothes (if angry)	1
Parents made a big deal about a small matter	1
Made me do ups and downs	1
Not allowed to be in the company of friends	1
Mental torture	1
Running in front of a bike	1
Sent to hotel (boarding school)	1
Talked to rudely and angrily	1
Tied my hands with rope	1
Too much pressure for studies	1
Was given advice	1

A total of 19 different types of punishment at school were mentioned. The most typical ones were sit-ups, to be sent out from the class, beaten or hit, and Murgha punishment. Murgha (Murgha means hen in Hindi) punishment is a type of corporal punishment where a stress position is used, e.g. a student is made to sit with the hands coming through the legs and at the same time holding the ears.

Table 9  
*Additional Types of Punishment at School*

	Number of responses
Sit-ups punishment	69
Sent out of class	57
Murgha punishment	28
Beaten or hit	26
Made stand on bench/desk or outside office	17
Additional homework and boring lessons	8
Forgotten	8
Humiliation	8
Sent to office	7
Hold hands high or ears	6
Yelled at by principal	6
Made run around chair	5
Forbidden to play	3
Exaggerating of the mistakes	2
Forced to read or dance	2
Made strip clothes	2
Told parents	2
Books and notebooks thrown	1
Locked in the toilet	1

### *3.7 Scars from being Hit with an Object at Home*

Being hit with a stick or a broom were the most common cause for scars on the children's bodies (Table 10). Of the children who had scars on their limbs 16 had been hit with a stick, 11 had been hit with a broom, and four had been hit with a slipper. Of those who had scars on their head five had been hit with a stick, and two with a broom. Of those who had scars on their face three had been hit with a stick, and two with a broom. Twelve children reported that they had "invisible" scars, and 24 children had been hit with multiple objects at home.

Table 10  
*Number of Children with Scars and the  
 Type of Object they Had been Hit with  
 at Home*

	Scars			
	Limbs	Head	Face	"Invisible"
Stick	16	5	3	5
Broom	11	2	2	2
Slipper	4			1
Belt	2			
Pipe	2			1
Utensils	2			
Hand	1		1	
Stone	1	1		
Glass	1			
Cooker	1			
Leg	1			
Frying Pan	1			
Vacuum Cleaner	1			
TV remote				1
Note books				
Pillow			1	
Rod		1		
Shoes				1
Chairs				1
Total	44	9	7	12

### *3.8 Reasons for Being Punished at Home*

Of the respondents 392 indicated one reasons for being punished at home. Two reasons were reported by 262 children, three reasons by 126, four reasons by 34, and five reasons were given by 4 children (Table 11). The reasons were categorized in six groups related to a) studies, b) psychological reasons or personality traits, c) household chores, d) unwanted behaviours, e) reasons related to friends, and f) reasons related to electronic devices. The most common reason for punishment at home were related to studies (264) and psychological reasons or personality traits (258). After that followed use of electronic devices (129), unwanted behaviours (128), reasons related to friends (100), and not doing household chores (37).

Table 11  
*Reasons for Punishment at Home*

	Reason number					Total
	I	II	III	IV	V	
<i>Related to Studies</i>						264
Not studying	114	50	20	3		187
Not getting good marks	17	8	2	1		28
Failed in exam	9	11	1	2		22
Not doing homework	5	11	5	1		22
Skipping school	1	1				2
Focusing too much on extracurricular activities		1				1
Playing instead of studying		1				1
Punished at school		1				1
<i>Psychological Reasons or Personality Traits</i>						258
Disobedience	44	18	8	1		71
Making mistakes	10	2			1	13
Mischievousness	4	2	3			9
Carelessness	4	3				7
Lying	5	1				6
Undisciplined		1	2	1		4
Talking back		1	2			3
Talking too much	1	1	1			3
Not paying attention	1	1	1			3
Lazyness	1	1				2
Being angry very often	2					2
Unpunctuality	1		1			2
Not speaking politely	1					1
Silent doubtful behaviour		1				1
Stealing money		1				1
Not understanding	1					1
<i>Household Chores</i>						37
Not helping with household work	1	4	6	2		13
Not working at home	3	5	3	1		12
Not cleaning the house	2	3				5
Making the room dirty		1	2			3
Not making the bed	1					1
Not assisting sibling		1				1
Not making good food		1				1
Leaving tasks unfinished		1				1
<i>Unwanted Behaviours</i>						128
Playing too much	19	35	13	2	1	70
Unorganized sleeping hours	8	8	8	1		25
Fighting with siblings	7	3	5			15

Not eating the food	4	2	2	2	10
Breaking things	2	2			4
Quarelling	1	1			2
Making noise	1		1		2
<i>Related to Friends</i>					100
Roaming outside	11	10	11	1	33
Coming home late	18	7	2	1	28
Playing cricket/football for long time	4	6	2		12
Hanging out with friends too much	2	3	2	2	9
Facebook	2	5			7
Not staying at home		2	1	1	4
Going out without permission	1		1		2
Smoking	2				2
Hanging out with “bad” people	1				1
Playing outside in the cold	1				1
Going to the river	1				1
<i>Electronic Devices</i>					129
Watching TV too long	66	27	6		99
Spending too much time on the mobile phone	6	2	2	1	11
Spending too much time on the computer	1	7			8
Spending too much time on the internet		1	2		3
Watching sports too much (Cricket)	1				1
Spending money on programming	1				1
<i>Miscellaneous</i>					
Don’t know	1				1
No reason	2	1	1	1	5

The ten single most common reasons for being punished at home were; not studying (187), watching TV too long (99), disobedience (71), playing too much (70), roaming outside (33), not getting good marks (28), coming home late (28), unorganised sleeping hours (25), failed in exam (22), and not doing the homework (22).

### 3.9 Reasons for Being Punished at School

The most common reasons for being punished at school were related to studies (381) (Table 12). After that came reasons related to co-students (153), psychological reasons or personality traits (43), unwanted behaviours (30), appearance (25), and activities not related to academia (4). The ten most common individual behaviours that were reasons for punishment were; not studying (166), not doing homework or classwork (153), making noise in class (50), talking

(36) side talking (32), not being able to answer the questions (29), disobedience (17), talking unnecessarily (13), exam or test related (13), and fighting with others (11).

Table 12  
*Reasons for Punishment at School*

	Reason number				Total
	I	II	III	IV	
<i>Related to Studies</i>					381
Not studying	135	29		2	166
Not doing homework/classwork	96	50	6	1	153
Not being able to answer the questions	23	4	2		29
Exam/test related	6	5	2		13
Bad handwriting	5	4			9
Not focusing on studies	3	2	1		6
Being absent from school		3			3
Not reading/memorizing formulae	2				2
<i>Psychological Reasons or Personality Traits</i>					43
Disobedience	8	7	2		17
Forgetting school stuffs	2	6	1		9
Not listening carefully	1	7	1		9
Carelessness	1	1			2
Violating rules	2				2
Indiscipline		2			2
Asking questions		1			1
Not being able to remember		1			1
<i>Appearance</i>					25
Not trimming/cutting hair	3	2			5
Because of hair style	2	1	1		4
Not wearing full school uniform	1				1
<i>Unwanted Behaviours</i>					30
Talking in Nepali	2	4	1	1	8
Shouting	4		4		8
Mischievousness	2	1	3	1	7
Doing bad activities	2	1			3
Skipping school	1	1			2
Smoking	1				1
Being late for school	1				1
<i>Related to Co-students</i>					153
Making noise in class	34	12	4		50
Talking	32		4		36
Side talking	13	10	7	2	32
Talking unnecessarily	4	6	2	1	13
Fighting with others	3	4	3	1	11

Teasing or making fun of others	1	5	6
Making jokes and laughing	2	2	1
<i>Activities Not Related to Academia</i>			4
Playing cricket		1	1
Roaming or hanging out friends			3
<i>Miscellaneous</i>			14
No reason	5		2
Don't know	2	2	4
Name being marked by monitor	2	1	3

### 3.10 Victimization from Peer Aggression at School

The three single items measuring victimisation from peer aggression at school were correlated with the three scales of victimisation (Table 13). It was found that all items measuring peer victimisation correlated significantly with the scales measuring victimisation at home and at school. The highest correlation was found between being yelled at, called bad names, or said hurtful things to with victimisation from a teacher ( $r = .46$ ), and victimisation by adults at home ( $r = .45$ ).

Table 13

#### *Correlations between Single Items Measuring Victimization from Peer Aggression at School and the Three Scales in the Study*

Another child has	Victimization by Adults at Home	Witnessing of Domestic Aggression	Victimised by a Teacher
Hit or kicked you	.40 ***	.23 ***	.33 ***
Yelled at you, called you bad names, or said hurtful things to you	.45 ***	.25 ***	.46 ***
Done backbiting about you which made you feel lonely	.27 ***	.17 ***	.37 ***

Note. \*\*\*  $p < .001$

## 4. Discussion

### 4.1 Summary of Findings

As expected, boys were found to have faced more victimisation of physical punishment at home and at school than girls. One of the reasons could be the different social norms projected on boys and girls. Girls are raised with the values of being down to earth, whereas boys are raised with the values of being bold and fearless. This contributes to different behaviours of girls and boys, with more disobedience, carelessness, talking back, speaking with an impolite tone, etc., amongst boys. Such behaviours are not accepted by adults, and particularly not at school. The attrition created in the relationship between boys and parents or teachers results in the latter using violence as a means of disciplining.

Boys in the study reported having witnessed more aggression and violence at home than girls. Logically, boys and girls should have witnessed equally much. Traditionally, girls are taught to keep family matters undisclosed to outsiders, and to be pride-bearers of the family. This might have been a reason behind why girls reported witnessing less aggression between adults at home.

At age 16, children were found to be victimised more from adult aggression both at home and at school than at other ages. The reason behind the peak at this age could be the fact that most children of that age are 10<sup>th</sup> grade students, and the 10<sup>th</sup> grade ends with the most anticipated national exam, the SEE. Accordingly, expectations are high at that age.

As seen in Table 11, the majority of the reported reasons for being punished at home were related to studies. This could be due to the fact that parents are worried about their children's academic performance, as the exam decides whether students go on to receive higher level education or not. However, exceptionally, it was also found that 12-year-old children were highly victimised at school (see Table 7).

It was found that physical punishment by a teacher at school was significantly higher than by a parent at home. The reason for this might be the demanding working conditions for teachers. It is common to have 30 to 40 students in a classroom in Nepal. Lack of, or poor implementation of proper education for teachers could lead them to react unprofessionally, mostly with violence, in situations that would require comprehensive understanding of child psychology and educational methodology.

It was expected that several forms of victimisation at home and at school would be reported. A total of 19 different forms of victimisation at home and at school each were reported independently by the respondents. The most common forms at home were to be locked inside

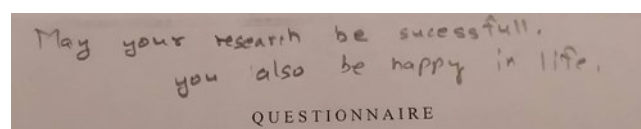


the room, or in a toilet, or outside, and being scolded at. Forbidden to play and talk were also common. Punishments such as being tied by hands with a rope and grabbed by the hair and spun around should also be noticed (Table 8). The most common form of punishments at school were sit-ups, to be sent out of the class, beaten or hit, and the Murgaha punishment. As mentioned, children were clearly subjected to harsher punishments at school than at home. The reason might be the fact that there is a lack of professionalism and comprehension about teaching and education at a primary level. Clearly, having one's clothes stripped, and forced to read or dance, are punishments handed out by a person with a pathological condition (Table 9).

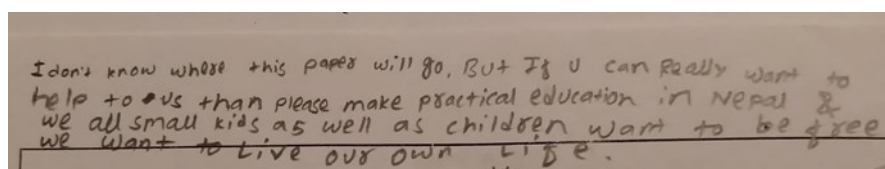
A notable finding concerned peer relationships and victimisation at home and at school. Being yelled at by a peer and/or called bad names and/or said hurtful things to were highly correlated with victimisation at home. This is particularly worrisome since such children do not have any third place to go to for comfort besides home and school.

#### *4.2 Methodological Issues and Limitations of the Study*

A problem that proved to be a challenge was that the estimated time for the survey per class was not always enough, and that printing and copying was expensive in Nepal. In order to get responses that were as honest as possible from the students, some time was spent in communicating with them and building trust before the filling in of the questionnaire. Personal notes written by two students to the researcher show that the strategy worked fairly well (Fig. 3).



May your research be successfull.  
you also be happy in life.  
QUESTIONNAIRE



I don't know where this paper will go, But If u can really want to help to us than please make practical education in NEPAL & we all small kids as well as children want to be free we want to live our own life.

Figure 3. Personal notes written by two students to the researcher. Rewritten for legibility: “May your research be successful, and you be happy in life.”, “I don’t know where this paper will go, but if you really want to help us then please make practical education in Nepal. We children want to be free. We want to live our own life.”

### *4.3 Implications of the Study*

Nepal has recently been the first country amongst the SAARC states to completely ban the use of physical punishment in all settings. The banning of physical punishment was a highly debated topic. With a variety of 97 different reasons for being physically punished at home and at school, the study clearly reveals that the use of physical punishment, by adults at home and by teachers at school, is a common method adopted by those who are most responsible for the upbringing of the children. The situation should be seen as alarming, and it is a good sign that the prohibition of physical punishment in all settings finally has been introduced.

The study also revealed the use of, however indirect, forms of violence amongst peers. This inspires to further, more extensive, research regarding conflict resolution amongst peers in classrooms and within families.

The study has also helped to uncover that teachers at times perform acts that could be regarded as sexual harassment (Table 9). This finding raises questions about how to ensure that teachers are accountable for their deeds.

### *4.4 Suggestions for Future Research*

Using the local language while communicating with the children was vital during the whole research process. For future research regarding victimisation of children at home and at school in Nepal, it is suggested that questionnaires would be translated into the local language in order to make it easier for respondents to fill them in.

The present authors opines that the results of the study regarding violence experienced and witnessed by children at home and at school are likely to be quite representative for schools in Nepal. Still, more research needs to be conducted in order to get a more detailed picture than the current study.

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## QUESTIONNAIRE

This questionnaire is about how children in different countries are treated at home and at school. Do not write your name on the papers. No one, no parents and no teachers, will know how you have answered these questions. The study is carried out by Amit Kunwor for his Master's Thesis at Åbo Akademi University, Finland.

*Thank you for participating!*

Are you: a girl \_\_\_\_\_ a boy \_\_\_\_\_

Age: \_\_\_\_\_ Religion: \_\_\_\_\_ Number of siblings: \_\_\_\_\_

Mother's education: \_\_\_\_\_ Mother's job: \_\_\_\_\_

Father's education: \_\_\_\_\_ Father's job: \_\_\_\_\_

Guardian's education: \_\_\_\_\_ Guardian's job: \_\_\_\_\_

1. Has an *adult at home* done any of the following things *to you*?

Circle the alternative that comes closest to your experience.

An adult at home has	never	seldom	some- times	often	very often
a) Yelled angrily at you	0	1	2	3	4
b) Called you bad names	0	1	2	3	4
c) Pulled your hair	0	1	2	3	4
d) Pulled your ear	0	1	2	3	4
e) Made you feel ashamed	0	1	2	3	4
f) Pinched you	0	1	2	3	4
g) Slapped you with the hand	0	1	2	3	4
h) Thrown things at you	0	1	2	3	4
i) Told you to go out, and stay out	0	1	2	3	4
j) Criticised you all the time	0	1	2	3	4
k) Not given you food as a punishment	0	1	2	3	4
l) Threatened to throw you out of the house	0	1	2	3	4
m) Hit you with an object	0	1	2	3	4
n) Burnt you as a punishment	0	1	2	3	4
o) Something else, what? _____					

## 2. Punishment at home

a) If you have been hit with an object at home, what object was that? \_\_\_\_\_

b) Do you have any scars? Where? \_\_\_\_\_

c) Do you have severe injuries, visible or hidden? \_\_\_\_\_

d) What are the main reasons you get punished for at home?  
\_\_\_\_\_

e) Who punishes more, father or mother? \_\_\_\_\_

f) How do your parents resolve fights between children?  
\_\_\_\_\_3. Have your parents done the following things *to each other*?

My parents have	never	seldom	some- times	often	very often
a) Quarrelled with each other	0	1	2	3	4
b) Shouted angrily at the other	0	1	2	3	4
c) Thrown things at the other	0	1	2	3	4
d) Damaged belongings	0	1	2	3	4
e) Slapped the other with the hand	0	1	2	3	4
f) Hit the other with an object	0	1	2	3	4
g) Something else, what? _____					

## 4. Circle the right alternative:

	no	a little	well
a) Can your mother read Nepali?	0	1	2
b) Can your mother write Nepali?	0	1	2
c) Can your father read Nepali?	0	1	2
d) Can your father write Nepali?	0	1	2



## At School

1. Has a *teacher at school* done any of the following things to you?

A teacher has	never	seldom	some- times	often	very often
a) Yelled angrily at you	0	1	2	3	4
b) Called you stupid	0	1	2	3	4
c) Given you bad names	0	1	2	3	4
d) Pulled your hair	0	1	2	3	4
e) Pulled your ear	0	1	2	3	4
f) Made you feel ashamed	0	1	2	3	4
g) Made you feel afraid	0	1	2	3	4
h) Slapped you with the hand	0	1	2	3	4
i) Criticised you all the time	0	1	2	3	4
j) Hit you with an object	0	1	2	3	4
k) Something else, what? _____					

2. Punishment at school

- a) If you have been hit with an object at school, what object was that? \_\_\_\_\_
- b) What were the main reasons you got punished for at school? \_\_\_\_\_
- c) Who punishes more at school, Sir or Miss/Madam ? \_\_\_\_\_
- d) How do your teachers resolve fights between school children? \_\_\_\_\_

3. Has a *child at school* done any of the following things to you?

Another pupil has	never	seldom	some- times	often	very often
a) Hit you, or kicked you?	0	1	2	3	4
b) Yelled at you, called you bad names, or said hurtful things to you?	0	1	2	3	4
c) Done backbiting about you which made you feel lonely?	0	1	2	3	4

