Survey on Parents’ and Caregivers’ Knowledge, Attitudes, Practices and Social Norms Associated with Violence Against Children

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# Table of Contents

1  INTRODUCTION AND SURVEY OBJECTIVE ........................................................................... 4  
1.1  Ethical Considerations  

2  KEY FINDINGS ..................................................................................................................... 7  

3  ANALYSIS AND RESULTS ................................................................................................. 14  
3.1  KNOWLEDGE  
3.2  ATTITUDES  
3.3  BELIEFS  
3.4  CHILD DISCIPLINING PRACTICES AND CHILD ABUSE  
3.5  EMPIRICAL EXPECTATIONS  
3.6  NORMATIVE EXPECTATIONS  
3.7  CONDITIONAL PREFERENCES  

4  METHODOLOGY .................................................................................................................. 64  
4.1  Demography - Sample Structure  

5  Annexes ............................................................................................................................. 69  
5.1  Annex 1 - Questionnaire  
5.2  Annex 2 - Introduction References
INTRODUCTION AND SURVEY OBJECTIVE

The protection of children from violence is a fundamental right of every child. Unfortunately, violence remains a severe reality for millions of children around the world and leaves lifelong consequences on children's lives and development. Violence impedes children's development, learning abilities and school achievement; it constrains relationships, contributes to low self-esteem, emotional distress and depression, leads to risk taking, self-harm and aggressive behaviour. Additionally, violence conveys serious economic impact for society, reducing human capacity and compromising social capital (UNICEF, 2010).

UNICEF's approach to preventing and responding to violence, has been emphasized with the crucial document “Ending Violence against Children - Six Strategies for Action”, highlighting that 'violence is not inevitable and it is possible to break the cycle of violence against children, by acting now’. Six strategies to prevent and respond to violence against children anticipate: 1) Supporting parents, caregivers and families; 2) Helping children and adolescents manage risks and challenges; 3) Changing attitudes and social norms that encourage violence and discrimination; 4) Promoting and providing support services for children; 5) Implementing laws and policies that protect children; 6) Carrying out data collection and research (UNICEF, 2014).

The UNICEF global report on Child Disciplinary Practices at Home in 2010, addresses violent disciplinary practices as major global area of concern. According to the report findings, violent disciplinary practices, including physical punishment and psychological aggression, are socially accepted and often perceived as needed for children’s upbringing, although they seriously threaten children’s mental and social development and violate their fundamental rights. The key data from the report shows that violent disciplinary practices are extremely common (UNICEF, 2010). Globally, three in four children between the ages of 2 and 14 were exposed to some kind of violent discipline, more often psychological than physical. Almost three fourths of children experienced psychological aggression, about half experienced physical punishment. The most severe forms of physical punishment (hitting the child on the head, ears or face or hitting the child hard and repeatedly) were less common - around 17% of children, on average, were subjected to these practices (UNICEF, 2010).

The United Nations Convention on the Rights of the Child, 1989, has been an influential tool for protecting children and preventing violence against children, supporting the best interest of the child, which has led to a number of countries prohibiting the use of physical punishment on children, especially article 19:

“Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. Any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child’s level of development and take the best interests of the child into consideration” (UN CRC, 1989, FACT SHEET: A summary of the rights under the Convention on the Rights of the Child).

The use of corporal punishment is the most controversial topic in parent–child relationships. No other child-rearing topic has provoked as much attention or excited debate as whether parents should engage in the practice. Child discipline and the acceptance of appropriate practices have developed over time and are shaped by personal, religious, cultural and societal values. Although traditionally, the use of corporal punishment on children was almost commonly accepted, there has been a major shift in the paradigm in the past 30 years to move away from physical, verbal and psychological punishment (Durrant & Ensom, 2012). Child discipline has been defined as:

“Child discipline is an integral part of child-rearing that teaches children self-control and acceptable behaviour. All too often, however, children are raised using methods that rely on physical force or verbal intimidation to punish unwanted behaviours and encourage desired ones. In many cases, rather than being a deliberate disciplinary choice, such violent methods are used as a result of parents’ anger and frustration, or lack of

knowledge of non-violent responses. Violent discipline can take two forms: physical (or corporal) punishment and psychological aggression; both types are violations of children’s rights. Physical discipline and psychological aggression tend to overlap and frequently occur together, exacerbating the short- and long-term harm they inflict. The consequences of violent discipline range from immediate effects to long-term damage that children carry well into adulthood. Moreover, research findings suggest that even mild forms of physical discipline are harmful to children” (UNICEF, 2017).

A much broader understanding is needed to explain how parental behaviour can result in long-term outcomes for the child. Information about the continuity and change of both the child’s and the parents’ behaviour is needed (Gershoff, 2013).

Child maltreatment is considered “as all forms of physical and/or emotional or sexual abuse, deprivation and neglect of children or commercial or other exploitation resulting in harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power” (Krug et al. 2002, p.59). In line with the United Nations’ Sustainable Development Goals (SDGs) and especially as per Agenda 2030 the following targets are directly aimed at violence prevention and protection: Target 16.1: Significantly reduce all forms of violence and related deaths everywhere; Target 16.2: End abuse, exploitation, trafficking and all forms of violence and torture against children; Target 5.2: Eliminate all forms of violence against women and girls and Target 5.3: Eliminate all harmful practices, such as child, early and forced marriage, and female genital mutilation. Additionally, anticipated are targets that are indirectly contributing to end violence against children.

Corporal punishment is defined as “the use of physical force with the intention of causing a child to experience pain, but not injury, for the purpose of correcting or controlling the child’s behaviour” (Donnelly & Straus, 2005, p. 3). A growing body of research is now showing that the use of corporal punishment is linked to a range of negative consequences on children, including increased mental-health problems, problems at the relationship level and/or increased aggression in children (Durrant et al, 2012; Ferguson, 2013; Gershoff, 2010; Gershoff, 2013). A review of the literature has also shown that spanking is ineffective and is becoming discouraged by relevant international community and organizations (Gershoff, 2013). Additionally, although prior research has shown that having a positive attitude toward corporal punishment is linked with its use, how such attitudes are developed and maintained in communities at risk for frequent corporal punishment use is poorly understood (Durrant et al., 2003).

However, violent disciplining is still a common and accepted practice in many countries including this country. According to the available data, the use of violent disciplining methods is prevalent in the country. High rates on violent disciplining have been reported in the UNICEF supported Multiple Indicator Cluster Survey, 2011, with 69.3% of children aged 2-14 had experienced violent discipline methods (MICS, 2012). Similar data are presented also in a survey of adverse childhood experiences among young people, (Raleva, Jordanova Peshevska & Sethi, 2013), where corporal punishment was the most common method of child disciplining with 72% of the respondents having such experience during their childhood.

More profound data is needed to understand this phenomenon in the country and develop strategies and programmes to address it. The purpose of this survey is to generate information on target audiences to facilitate development of targeted and effective interventions as well as to evaluate and monitor changes over time. By knowing what people understand about child disciplining practices, how they feel about it, and how they behave, resources can be better allocated and interventions tailored for different groups of the population.

The overall objective of this survey is to provide a more comprehensive picture of the current knowledge, attitudes and practices (KAP) in relation to the child disciplining practices in the former Yugoslav Republic of Macedonia, more specifically exploring the aspects linked to:

- **Knowledge**: how people understand and define violent and alternative positive child discipline methods;
- **Attitudes**: the extent to which people approve of different child discipline practices, in what circumstances they find them acceptable;
• **Beliefs**: how people understand the effects and consequences of violence and positive child discipline practices, in what circumstances they use the methods and why; what the relative advantage would be of adopting positive parenting practices vs. violent methods;
• **Child disciplining practices and child abuse**: the extent and types of practices used in disciplining children; the preference to use certain form of discipline depending on circumstances, age of the child, gender (parent’s and child’s gender);
• **Empirical and normative expectations**: the extent to which social norms influence attitudes and practices towards child discipline; what respondents think other parents in their community do to discipline their children; what respondents think other people (parents, family members, other community members, etc.) expect them to do in certain circumstances (when the child misbehaves);
• **Conditional preferences**: diagnosing whether preferences to conforming to the rule is conditional on empirical and normative expectations;
• **Reference networks**: who are the people in their community they refer to for advice, they trust, they listen when it comes to child upbringing/discipline.

The findings of the survey will primarily be used to develop informed communication strategies to address barriers that prevent parents from using alternative positive child discipline practices and increase awareness about the negative consequences of using violent discipline practices for the development of the children.

### 1.1 Ethical Considerations

The research was conducted in compliance with UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. In addition, ethical standards for research involving children, reflected in the following principles, were also adhered to.

• No conflict of interest was expected and identified as a part of the research;
• Informed consent – all participants were informed about the research, its objective and their part in the process. It was clearly stated that their participation would cause no harm, but also no immediate benefit for them. They were asked to express verbal consent to participate in the research and were explained that they could withdraw from the process at any time.
• Confidentiality and anonymity – all participants in the research were informed that their privacy would be protected, that data collected in the research would be published in aggregated form only, and that identity of children and adults would not be disclosed under any circumstances;
• Data collection was carried out using CAPI methodology. Collected data is securely stored on GfK Skopje servers. After the analysis is done, the data will be transferred to UNICEF for future storing.
• No payment or compensation was used in the research.

Bearing in mind that the research covers sensitive area, the data collection tools and procedures were reviewed and approved by UNICEF, in line with UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.
2 KEY FINDINGS

The survey on knowledge, attitudes, practices & social norms associated with violent forms of child discipline commissioned by UNICEF Office in Skopje shows that a large majority (79%) of parents reported using at least one violent method (i.e. psychological aggression; minor or severe physical punishment), while 21% used only positive parenting and non-violent method (i.e. at least one positive parenting and non-violent and never used violent methods (i.e. psychological aggression; minor or severe physical punishment). It also shows that large majority of the surveyed respondents (73%) did not report violence against a child that they witnessed. The survey provides insight into reasons for the continuing practice, including:

- **Belief that “violent” methods work**: For example, while most parents/caregivers were able to identify at least one negative impact that physical violence (72%), and psychological punishment (67%) have on children’s physical and emotional wellbeing, still, a considerable number (44% and 37% respectively) state they are effective ways to correct the child’s behaviour.

- **Traditional views of a child**: A large majority (67%) of parents/caregivers share a more traditional attitude that a child should not talk back to an adult, and 64% believe children were more disciplined when they were children. An extremely low proportion of parents mention, curious (3%), considerate (2%), ambitious, self-confident, independent and persistent (1%), and creative (0,5%) as qualities of a “good” child.

- **Attitude that it is sometimes justified**: As many as 57% hold the opinion that it is justified for a parent to hit a child in at least one of the given circumstances, i.e. the child smokes, drinks alcohol or take drugs; the child steals property, the child is engaging in sexual activity at a young age.

- **Their own childhood experience**: One third of the respondents experienced corporal punishment by their parents and a large majority (70%) of them believe that their parents had the right to physically discipline them. Worth mentioning is that respondents who confirmed experiencing corporal punishment by their parents (72%) are more likely to use minor physical punishment to discipline their children than those who did not experience corporal punishment as a child (46%). Furthermore, a large proportion (81%) of those who approve of their parents’ right to physically punishing them as children, also share the attitude that a parent has the right to discipline their child in any way they believe is right.

- **Social norms or an understanding that the majority “do it” and that “it is not condemned” by peers**: The survey data showed a connection between practices (what people do), empirical expectations (what people think others do) and normative expectations (what people think other people expect them to do). For example, respondents who only use positive practices believe 5 out of 10 other parents/caregivers do the same; while respondents who have used at least one form of physical punishment believe that only 3.8 out of 10 parents use positive practices. Likewise, parents/caregivers who only used positive practices (66%); are more likely to believe that “other” would condemn the use of physical punishment, compared to parents/caregivers who used at least one violent method (40%).

Below is a more detailed overview of key findings by thematic sections.

*Knowledge*

In general, “violence” against children is primarily associated with corporal punishment - a physical act that can cause physical pain or injuries. Both spontaneous and prompted respondents’ awareness data about what constitutes violence against children show that parents and caregivers are more likely to associate it with situations that can cause physical injury, rather than situations that can cause emotional harm. Worth noting is that a significant number – around a third of parents and caregivers - have a low level of awareness of all forms of violence, particularly psychological aggression and minor physical punishment.
While most respondents were able to identify at least one negative impact that physical violence (72%), and psychological punishment (67%) have on a child’s physical and emotional wellbeing, still, a considerable number (44% and 37% respectively) state they are effective ways to correct the child’s behaviour.

The survey suggests there is a low level of awareness of the legislative framework established to protect children from violence. For example, only a third (32%) of the respondents are confident that a law exists in the country prohibiting corporal punishment of children of any age and in all settings, and only a quarter (25%) confident that laws oblige people to report a case of violence against children.

The largest number of parents and caregivers who share the opinion that both physical and psychological punishment are effective ways to correct a child’s behaviour, are not sure or assume (38% and 40% respectively) there is a law prohibiting physical punishment of children of any age and in all settings.

**Attitudes**

Respondent’s attitudes were evaluated through their agreement or disagreement with statements related to: 1) tradition-driven attitudes, 2) attitudes towards punishment in general and minor physical punishment methods, 3) attitudes towards positive parenting, 4) gender-related attitudes and 5) attitudes towards parents’ rights. The following are results for each of them.

- Data shows that majority (67%) of respondents share a more traditional attitude that a child should not talk back to an adult, while 64% believe (agree with the statement) that children were more disciplined when they were children.
- Although more than half (57%) of the surveyed respondents disagree that minor physical punishment methods like slapping and spanking are effective methods of disciplining a child, still, 1 in 5 (19%) agree that these two methods are effective in changing a child’s behaviour. A larger number (78%) share the attitude that a child can learn to behave without being spanked and/or slapped. Still, 42% of them reported that their child was hit or spanked on the bottom in the past month. In addition, half of the respondents (51%) disagree that a parent who does not punish their child when they misbehave is not a good parent.
- The opinion that positive parenting practices - like encouraging children to talk to their parents - help in developing stronger self-esteem in child, is shared by large 85% of the respondents.
- Raising children should be an equal responsibility of men and women according to responses of 85%. Although 15% agree that hitting a girl is worse than slapping a boy, majority of 62% of the respondents do not discriminate children on gender basis and do not share this attitude.
- A majority of respondents (63%) share the attitude that a parent has the right to discipline their child in any way they believe is right. Those who do not share this attitude are significantly smaller in number (13%). Similarly, 45% agree that no one has the right to tell a parent how to raise the child, while only 22% do not agree with this and 33% are neutral and neither agree nor disagree. Those who share these two attitudes are more likely to use violence (65% and 47% respectively) compared to those who do not share these attitudes (11% and 21% respectively).

**Beliefs**

Data on respondents’ beliefs related to physical punishment and its effects suggests that although a larger proportion (60%) of the surveyed respondents do not believe that physical punishment is effective method in raising and disciplining a child, still 41% think that it is sometimes inevitable. Furthermore, 1 in 5 (20%) believe that if a child is not spanked, he/she will grow spoiled and that 15% believe beating a child is an effective way to stop him/her from repeating unwanted behaviour. Those who share these two beliefs are less likely to identify at least one negative impact that physical violence has on children’s physical and emotional wellbeing (15% and 11% respectively) than those who do not share these beliefs (62% and 67% respectively).
The situation is similar with parents’ and caregivers’ beliefs in relation to psychological aggression/punishment and its effects. Namely, a large majority of the respondents (84%) believe that children are affected when parents shout or argue in their presence, while 60% disagree that shouting/screaming make the child more obedient. And again, as in the case of physical punishment and its effects, worth noting is that 16% believe shouting/screaming makes the child more obedient and 23% believe that psychological punishment, although sometimes cruel, is always for the child’s good.

As for sexual abuse, significant proportion (41%) of the respondents believe that it is most frequently done by someone who is familiar to the child.

The top 3 (three) mentioned qualities of what constitutes good parent suggests that less than 1 in 5 respondents understand the essence of positive parenting. These include: able to listen carefully and talk with a child (19%), patient (17%) and caring (16%). On the other hand, the top three (3) mentioned characteristics of what constitutes a good child suggests a limited understanding of the need for parents and caregivers to nurture an independent, self-confident, unselfish and creative adult. Characteristics mentioned include: well-behaved (50%), well brought up (20%) and respectful of parents and others (16%), while there is an extremely low number of respondents who mentioned that qualities of a good child also include being curious (3%), unselfish (2%), ambitious, self-confident, independent and persistent (1%), and creative (0.5%).

A majority of the respondents (57%) are of the opinion that it is justified for a parent to hit a child in at least one of the following situations, i.e. circumstances: when the child smokes, drinks alcohol or take drugs, when the child steals property, when the child is engaging in sexual activity at a young age, compared to 35% who think that it is not justified no matter what the situation is.

**Child Disciplining Practices and Child Abuse**

Frequency of use of five (5) general types of methods that adults use to teach children proper behaviour or to approach a behavioural problem were asked at the beginning of this section, including: 1) positive parenting practices (explained why his/her behaviour was incorrect; praised the child about his/her good behaviour; child was given to do something else); 2) non-violent discipline practices (child was ignored when his/her behaviour was incorrect/bad; child was sent to his/her room, or to the corner or to sit somewhere alone; things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out); 3) psychological aggression (warned the child with a threat that he/she would be punished; yelled or screamed at the child); 4) minor physical punishment (hit or spanked him/her on the bottom; hit or spanked him/her on the hand, arm or leg; shook him/her with hands; twisted his/her ear or pulled his/her hair); 5) severe physical punishment (hit him/her on the face, head or ears; beaten, i.e. hit him/her over and over as hard as one could).

The data shows a large majority 79% of respondents reported using at least one violent method (i.e. psychological aggression; minor or severe physical punishment), while 21% used only positive parenting and non-violent method (i.e. at least one positive parenting and non-violent and never used violent methods (i.e. psychological aggression; minor or severe physical punishment).

A separate analysis of positive parenting and non-violent types of child discipline methods shows that only 4% of parents and caregivers exclusively used positive parenting methods with their child in the past month (i.e. did not use other methods in addition to positive parenting), while no respondent reported exclusively using non-violent discipline practices like ignoring a child when his/her behaviour was incorrect/bad; sending him/her to his/her room, or to the corner or to sit somewhere alone; taking away things he/she likes, or forbidding a child to do something he/she likes or punished him/her to go out.

Related to use of violent child disciplining methods, the data shows that 73% of the respondents used at least one psychological aggression method in disciplining their children in the past month, 55% reported using at least one minor physical punishment, i.e. 14% at least one severe physical punishment method.
The following are examples of child discipline methods used mainly by parents and caregivers:

- The most frequent positive parenting method used by 63% of respondents is “explaining to a child why his/her behaviour was incorrect”. However, this is used together with other methods.
- Non-violent discipline practices, such as “sending a child to his/her room, to the corner or to sit somewhere alone” and “ignoring a child when his/her behaviour was incorrect/bad”, are used sometimes by one third of the respondents (33% and 34% respectively), however the majority (58% and 55% respectively) said they never used these methods in the past month.
- More than half of the surveyed respondents (57%) never yelled or screamed at the child, while 38% have done it sometimes. 48% of the respondents stated that, in the past month, they sometimes threatened the child that he/she would be punished, 33% responded that did not use this method in the past month, while 19% used it frequently.
- Hitting or spanking a child on the bottom was sometimes used by 41% of the respondents, whereas methods like hitting or spanking a child on the hand, arm or leg, hitting him/her on the face, head or ears, shaking him/her with hands and twisting his/her ear or pulling his/her hair, were never used according to responses of a large majority of the respondents (between 75% and 87%). Nevertheless, 23% reported having sometimes hit or spanked a child on the hand, arm or leg, 16% twisted his/her ear or pulled his/her hair and 10% shook a child with hands.
- Although a large 92% of the respondents said that, in the past month, neither they nor any other person in their household has beaten, i.e. hit a child over and over as hard as one could, there are still 7% who said they did sometimes use this method in the past month to discipline their child. Similarly, 87% responded they never hit a child on the face, head or ears, while 11% have sometimes done this.

Generally, the main reason noted by respondents for using at least one form of the psychological aggression, minor and/or severe physical abuse methods—sometimes or frequently—is to teach a child proper behaviour or as an approach to address a behavioural problem, i.e. a reaction to a child’s misbehaviour and a measure of correcting it.

In general, respondents found the following three (3) methods to be the most successful in changing their child’s behaviour/stopping misbehaviour: 1) Explained why his/her behaviour was incorrect \textit{(positive parenting practices)} – 66%; 2) Praised the child about his/her good behaviour \textit{(positive parenting practices)} - 47%; and 3) Things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out \textit{(non-violent discipline practice)} – 28%. This suggests that parents and caregivers believe non-violent methods are more effective than violent one. One third of the respondents experienced corporal punishment by their parents and a large majority (70%) of them believe that their parents had the right to physically discipline them. A large proportion (81%) of those who approve of their parents’ right to physically punishing them as children, also share the attitude that a parent has the right to discipline their child in any way they believe is right. Worth mentioning is that respondents who confirmed experiencing corporal punishment by their parents when they were children, reported using minor physical punishment methods to discipline their children more than to those who did not (72% and 46% respectively). Furthermore, a large proportion (81%) of those who approve of their parents’ right to physically punishing them as children, also share the attitude that a parent has the right to discipline their child in any way they believe is right.

A large majority (73%) of the surveyed respondents who stated they have witnessed a child experiencing violent behaviour in the community did not report it. The main reasons noted for not reporting was the belief that: it was not their right to interfere or report, not their job/problem, were afraid to interfere/report, believed it was not serious violence and similar. This again highlights the low level of awareness of the legal obligation of “every citizen to report to responsible authorities any form of discrimination, abuse and use of children immediately upon witnessing or finding out about it” and reinforces the overall societal acceptance of violence.
Empirical Expectations

The surveyed respondents believe that, on average 5 out of 10 of their peers in the country primarily use only positive child disciplinary methods/practices of disciplining the children; while, 5 out of 10 other parents/caregivers in the country use physical punishment, i.e. spank the child on the bottom, hit or slap the child on the face or other body part, and psychological aggression i.e. yell or scream at a child, call the child insulting names. A cross-tabulation by types of discipline practices that parents/caregivers use (what surveyed parents do) with their opinion about how many out of 10 parents/caregivers use the same practices (opinion on what the majority of others do) show a correlation between what parents do and what they think others do. For example,

- Respondents who only use positive and non-violent practices (at least one and never violent method) believe 5 out of 10 other parents/caregivers do the same; while respondents who have used at least one severe physical punishment believe that only 4 out of 10 parents use positive practices.
- Looking at the issue from opposite end, respondents who only use positive and non-violent practices (at least one and never violent method) believe that only 2 out of 10 other parents beat their child over again; while respondents who have used at least one severe physical punishment believe that more 3 out of 10 parents/caregivers beat their child over again.

On average respondents think that 3 out of 10 adults would intervene if/when witnessing another parent/adult physically disciplining the child, to stop them, and that on average only 2 out of 10 of their peers would call authorities (police, social assistant, etc.) to report a case of violent discipline, witnessed in their neighbourhood.

Further data analysis shows that respondents who are aware of legislation obliging people to report violence against children are more likely to expect other people to intervene when witnessing another parent/adult physically disciplining the child and to stop them, compared to those who do not know that there is such legislation. Interestingly, there is no correlation between empirical expectations related to reporting (opinion on whether the majority report violence) and knowledge of legislation obliging people. This suggests that knowledge does not play a role in influencing behaviour when it comes to reporting cases; and that practices may be more dependent on beliefs. Also, those who stated that they themselves reported a case they witnessed in the community, are more likely to expect larger average number of people to intervene when witnessing another parent/adult physically disciplining the child, to stop them as well as to call authorities (police, social assistant etc.) to report a case of violent discipline, witnessed in their neighbourhood, than those who did not report such a case.

Normative Expectations

Spouses/partners are those who have the biggest influence when it comes to practices of child disciplining according to 72%. Parents also have certain influence based on the opinion of around 21% of the respondents.

Survey data reveal a direct correlation between child discipline practices used and what respondents think other people (parents; family members; other community members etc.) expect them to do in certain circumstances (when the child misbehaves).

A large proportion of respondents (44%) think that the majority of parents would condemn physical punishment, like spanking the child on the bottom, hitting or slapping him/her on the face or other body part as inappropriate way. Still, a significant third of respondents (28%) believe that the majority of them would understand it as the right of every parent, and the same percentage think they would ignore it as it is that parent’s own matter. A cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), show a correlation between the two. For example,

- Parents/caregivers who only used positive and non-violent practices (at least one and never violent method) (66%) are more likely to believe that “others” would condemn the use of physical punishment, than parents/caregivers who used at least one violent method (40%).
Looking at the issue from opposite end, parents/caregivers who used at least one violent method (29%); are more likely to believe that “others” would understand it as a right of every parent (accept the use of physical punishment), than parents who only used positive and non-violent practices (at least one and never violent method) (16%).

As for more severe physical punishment, like beating the child over and over; beating the child with a belt, stick or hard object, according to large proportion of respondents (72%), the majority of their peers in the country would condemn it as inappropriate way, and 19% think they would ignore it as it is that parent’s own matter. A cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), show a correlation between the two. For example,

- parents/caregivers who used at least one violent method (20%); are twice as likely to believe that the majority of “others” would ignore a situation where a parent repeatedly beats a child on the understanding that it was the families’ private matter; than parents/caregivers who only used positive and non-violent practices (at least one and never violent method) (10%).

A slight majority of respondents (51%) believe their peers (i.e. other parents/caregivers) would condemn the use of psychological aggression methods such as yelling or screaming at a child, calling the child insulting names. However, as many as 30% think that they would ignore it as a parent’s own matter, and 19% believe the majority of parents would understand it as a right of every parent if they see another parent use this disciplining method.

As is the case with physical violent methods, a cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), show a correlation between the two when it comes to psychological punishment. For example,

- parents/caregivers who used at least one violent method (31%) are twice as likely to believe that the majority of “others” would ignore a situation where a parent yells or screams at their child on the understanding that it was the families private matter; than parents/caregivers who only use positive and non-violent practices (at least one and never violent method) (14%). Similarly, they are twice as likely to understand it as a right of every parent to yell at the child.

Large proportion (70%) of respondents share an opinion that the majority of parents in the country would understand the use of strictly positive parenting child disciplinary methods (i.e. never punishing a child, be it physical or psychological), while 15% think their peers would condemn it as inappropriate way, i.e. according to 14% they would ignore it as it is that parent’s own matter. A significant majority (83%) of the respondents who reported using only positive and non-violent practices (at least one and never violent method) believe that the majority of people in the country would understand the use of positive child disciplinary methods (i.e. never punish be it physical or psychological) as a right of every parent compared to 68% of those who said they used at least one violent child disciplinary practice.

Respondents have mixed views on their peers’ attitude towards another parent intervening when witnessing another parent/adult physically disciplining the child - 38% of respondents think that peers would believe it is the right of every parent, 28% think the majority of their peers would condemn it inappropriate, and 27% think their peers would ignore it as it is that parent’s own matter. Again, a majority (62%) of those who reported using only positive and non-violent practices (at least one and never violent method) compared to 35% of the respondents who said they used at least one violent method believe that the majority of parents in the country would understand intervening when witnessing another parent/adult physically disciplining the child as a right of every parent.

Despite it being a legal obligation, respondents also have mixed views on their peers’ attitude towards another parent reporting violence to authorities - 47% think that peers would believe it is a right of every parent; 28% think their peers would ignore it as that is every parent’s own matter, and 17% think other parents would condemn it even as inappropriate.
**Conditional Preferences**

Survey’s results show that the top three (3) main reasons why physical punishment, such as spanking on the bottom or slapping a child is so prevalent in the country are the following:

- Norms and habits (tradition/Inherited behaviour/mentality; accepted as normal behaviour/way of upbringing/child disciplining; habit; showing authority/power; it is expected from them; old-fashioned way of upbringing children) – 24%;
- Motivation - Attitudes, Beliefs (effective/efficient method/child would not misbehave again; children are spoiled and sometimes deserve it/It's inevitable; when talking and explaining have no effects; right way; disciplining measure without consequences) – 15%;
- Ability to act (parents are nervous and tired; stressful life; lack of time/patience for children; reflex/easiest reaction/response to child's misbehaviour; lack of law/law enforcement; bad living conditions/poverty/unemployment) – 14%.

The data shows a connection between practices and views on why violence persists. For example, parents/caregivers who reported using only positive and non-violent practices (at least one and never violent method) are more likely to believe that ability to act (26%) and knowledge (23%) are the reasons why violent discipline persists, compared to parents/caregivers who have used at least one violent discipline method – ability to act (12%) and knowledge (12%). On the other hand, parents and caregivers who have used at least one violent discipline method are slightly more likely to associate violent discipline prevalence with norms (25%) and motivations (16%), compared to parents/caregivers who only use positive and non-violent practices (at least one and never violent method) - norms (22%) and motivations (10%)

As for what is needed to ensure more parents in the country use positive parenting practices, 16% of the respondents mentioned counselling/psychosocial support, more education (15%), but also better financial situation (7%), educational courses/workshops (6%), TV programs/shows (6%) and similar.
3 ANALYSIS AND RESULTS

The main target group for this survey were households with children aged 2-14 years, i.e. parents and/or primary caregivers or someone who spends the most time with these children. A total of 800 interviews were completed within the main sample. Taking into account the low incidence of Roma population and expected number of respondents of this ethnic group in the main sample, and the particular interest of the subject among this vulnerable group, in addition to the main sample of 800 interviews, the Roma ethnic group interviews were boosted with additional 50 interviews. In the analysis, these interviews were weighted to reflect the actual proportion of Roma ethnic group in the total population. The data was collected during the period from 18 November – 7 December 2016.

The survey instrument, i.e. questionnaire used for this survey was designed by GfK Skopje project team supported by two (2) external experts engaged by GfK Skopje and in close cooperation with UNICEF team. It was divided in the following 8 (eight) thematic sections:

1) A Section – Demography
2) B Section – Knowledge
3) C Section – Attitudes
4) D Section – Beliefs
5) E Section – Child Disciplining Practices and Child Abuse
6) F Section – Empirical Expectations
7) G Section – Normative Expectations
8) H Section – Conditional Preferences.

The sections from 3.1 to 3.7 of this Report include detailed analysis, comprising of analysis of statistically significant differences, and graphic presentation of question-by-question results in each thematic section. Statistically significant differences were analysed by the following demographic characteristics of the respondents:

- ethnicity,
- gender,
- place of living (urban/rural),
- relationship to a child,
- non-income related (FAS) household segments and
- households with/without self-reported children with disabilities\(^2\)
- age of child (for E Section - Child Disciplining Practices and Child Abuse, where questions are asked related to a specific child at specific age selected on the basis of "the first next birthday of a child" rule in households with more than one child aged 2-14 years).

Demographic data from A Section - Demography of this survey are included at the end of the Report in Section 4.1. Sample Structure. In addition to standard demographic data of the respondents (age, gender, ethnicity, place of living (urban, rural), education, working status, average household monthly income and similar), non-income related data about the household was collected as well. More specifically, the Family Affluence Scale (FAS) was used as an indicator of socio-economic status of households, and resulted in surveyed households/respondents segmentation into 1) low, 2) medium and 3) high affluence households. The FAS is a measure of material affluence derived from the characteristics of a household (e.g. number of cars, holidays, PC, bedrooms and similar non-income related characteristics of a household).

\(^2\) There are limitations to this element as it is self-reported disability based on respondents’ own understanding of what constitutes disability, with no verification.
3.1 KNOWLEDGE

The first section of the questionnaire was designed to obtain information about the target population’s knowledge of issues related to violence, how they understand and define violent and alternative positive child discipline methods.

3.1.1. Knowledge on different forms of violence – spontaneous

The survey results show a wide range of spontaneous, non-prompted associations of what constitutes violence against children. In general, “violence” is primarily associated with corporal punishment - a physical act that can cause physical pain or injuries. For example, the majority (59%) mentioned “physical punishment”; while 26% mentioned both “physical and psychological punishment”; 15% - “psychological aggression”; only 9% mentioned “sexual abuse” and just 2% mentioned “neglect” (making children beg/steal in streets, neglecting a child/lack of care) *(please see Chart 1)*.

![Chart 1](chart.png)

*Chart 1 – Respondents’ spontaneous knowledge on what constitutes violence against children - %*

Disaggregated data on “what constitutes violence against children” *(please see Table 1)* shows the following statistically significant differences:

<table>
<thead>
<tr>
<th>Physical punishment</th>
<th>Roma (77%) compared to other ethnicities (Macedonian, 61%; Albanian 49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grandparents (73%) compared to parents (57%)</td>
</tr>
<tr>
<td></td>
<td>Respondents from households categorized as low non-income (62%) compared to those from medium (52%), and high (44%) non-income related households</td>
</tr>
<tr>
<td>Combined physical and psychological punishment</td>
<td>Macedonian (28%) compared to Albanian (20%) and Roma (3%) <em>(only n=2 Roma respondents)</em></td>
</tr>
<tr>
<td></td>
<td>Male (33%) compared to female (24%) respondents</td>
</tr>
<tr>
<td></td>
<td>Respondents living in urban (29%) compared to those from rural (20%) areas</td>
</tr>
<tr>
<td>Psychological aggression</td>
<td>Macedonian (17%) compared to Albanian (5%) and Roma (11%) – small number of respondents <em>(Albanian n=9, Roma n=7)</em></td>
</tr>
<tr>
<td></td>
<td>Respondents living in urban places (38%) compared to those from rural (31%)</td>
</tr>
</tbody>
</table>
3.1.2. Knowledge on different forms of violence – prompted

When prompted, the majority (80%) of respondents agree that child sexual abuse; as well, as beating a child with hand, belt, stick or other hard object are forms of violence against children. Similarly, 70% agreed that slapping a child’s face, head or ear, and 62% agreed that shaking a child with hands are also forms of violence (please see Chart 2). As with unprompted awareness, the data shows that parents are more likely to associate violence with situations that can cause physical injury, rather than situations that can cause emotional harm.

![Chart 2 – Respondents’ prompted knowledge on different forms of violence - %](image)

Worth noting is that a significant number do not agree that methods such as spanking a child on the bottom (36%); pulling a child’s ear (29%); slapping a child on the arm or leg (27%) are forms of violence. The respondents who are more likely to disagree that these are forms of violence are Roma more than other ethnicities and respondents living in rural areas compared to those from urban ones. Likewise, a significant number do not agree that methods such as calling a child stupid, lazy and similar (33%); yelling and screaming at a child (26%), threatening to leave or abandon a child (25%) are forms of violence. In relation to these forms of violence, Albanian respondents are more likely to disagree that they are forms of violence than other ethnic groups. This highlights a significant number – around a third of parents and caregivers - have a low level of awareness of all forms of violence, particularly minor physical punishment and psychological aggression.

If ranked by using mean values shown in Chart 3, the top three (3) situations that are considered as violence against children by the largest number of the respondents are:

1) Sexual abuse of a child;
2) Beating a child with hand, belt, stick or other hard object;
3) Slapping a child’s face, head or ear.
The bottom three (3) situations that are considered as violence against children by the smallest number of surveyed target respondents are:

1) Calling a child stupid, lazy and similar;
2) Spanking a child rear;
3) Taking away child’s privileges to teach them a lesson.

3.1.3. Knowledge of the impact and consequences of physical violent discipline methods

While most respondents (72%) were able to identify at least one negative impact that physical violence has on children’s physical and emotional wellbeing (*please see Table 2*), including: immediate physical health problems, injuries, bruises and fractures (39%) and long-term physical health problems, such as changes in the development of brain and long term physical impairments (30%); acceptance of violence and mirror behaviour (25%) (*please see Chart 4*).

Still, a considerable number of respondents (44%) note that physical punishment is an effective way to correct the child’s behaviour. Parents/caregivers more likely to believe that physical punishment is an effective way to correct child’s behaviour are Roma (66%) compared to other ethnicities (Macedonian, 44%; Albanian 43%), female (45%) compared to male (36%), respondents from rural areas (49%) compared to those living in cities (40%) and respondents from households without child with disabilities (45%) compared to those with a child with self-reported impairment (19%).
3.1.4. Knowledge of the impact and consequences of psychological aggression

As for psychological punishment, 40% think it causes emotional health problems including anxiety, depression, aggression or even suicidal urges/impulses. Similarly, 33% noted “children who are constantly picked on, teased, bullied, ridiculed, and humiliated at home or at school, often feel rejected, persecuted, unworthy or lack of confidence” as an impact of using psychological punishment (please see Chart 5), while 25% note it can cause a child to find it hard to express feelings in a way that other people can understand and to accept violence as normal and mirror the same behaviour.

Similarly to the effects of physical punishment, while most respondents (67%) were able to identify at least one negative consequence that psychological punishment has on children’s emotional wellbeing (please see Table 3) – still, a considerable number of 37% note that it is an effective way to correct the child’s behaviour.
### Table 3 - Knowledge of the impact and consequences of psychological aggression

<table>
<thead>
<tr>
<th>Impact of Psychological Punishment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one negative impact that psychological punishment has on children’s emotional wellbeing</td>
<td>66.8</td>
</tr>
<tr>
<td>Psychological punishment is an effective way to correct the child’s behaviour</td>
<td>36.8</td>
</tr>
</tbody>
</table>

No statistically significant differences were identified when analysing disaggregated data on those who believe “psychological punishment is an effective way to correct a child’s behaviour”.

### 3.1.5. Knowledge of legislation, services and programmes available to protect children from violence

With only third (32%) of the respondents confident that a law exists prohibiting corporal punishment and only a quarter (25%) confident that laws oblige people to report violence, the data suggests a low level of awareness of the legislative framework established to protect children from violence.

- One third (32%) of the respondents are confidently aware that there is a law in the country that prohibits physical punishment of children of any age and in all settings, whereas 38% assume there is such a law and 26% believe or assume there is no such law.
- On the other hand, fewer respondents (25%) are confidently aware that the law obliges people to report a case of violence against children, and more (41%) assume there is such a law, while 28% believe or assume there is no such law (please see Chart 6).

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**Chart 6** – Parents/caregivers’ knowledge on legal framework prohibiting corporal punishment of children and obliging to report cases of violence against children

The largest number of parents and caregivers who share the opinion that both physical and psychological punishment are effective ways to correct child’s behaviour, are not sure and assume (38% and 40% respectively) there is a law...
prohibiting physical punishment of children of any age and in all settings. Those who are confident there is such legislation in the country and still think violence produces effects, are less (28% in both cases).

Statistically significant differences related to the respondents’ awareness about legal framework protecting children from violence and law obliging people to report any case of violence against children (*please see Table 4*) are noted in the knowledge of:

<table>
<thead>
<tr>
<th>Legal framework prohibits corporal punishment of children</th>
<th>Macedonian (35%) are more likely to be aware of legislation compared to Albanian (25%) and Roma (26%) – (<em>number of Roma respondents who share this opinion is small</em> (n=16))</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female (34%) compared to male (25%) respondents</td>
</tr>
<tr>
<td></td>
<td>Parents (33%) compared to grandparents (23%)</td>
</tr>
<tr>
<td></td>
<td>Respondents from medium (39%) non-income related household segments compared to those from low (29%)</td>
</tr>
<tr>
<td></td>
<td>Respondents from households with child with disabilities (63%) compared to those (31%) in whose household there is not such a child</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legal framework obliging reporting cases of violence against children</th>
<th>Macedonian (27%) are more confident compared to Albanian (18%) that there is legal obligation to report violence against children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondents from medium (33%) non-income related household segments compared to those from low (21%)</td>
</tr>
<tr>
<td></td>
<td>Respondents from households with child with disabilities (60%) compared to those (23%) in whose household there is not such a child</td>
</tr>
</tbody>
</table>

**Table 4** - Statistically significant differences related to the respondents’ awareness about legal framework protecting children from violence and law obliging people to report any case of violence against children

The majority of respondents (65%) are **aware that a child can report violence** (*please see Chart 7*), primarily to the police (57%), the centers for social care/social care workers (18%) and to a free SOS telephone (17%), whose number majority of the respondents who mentioned it did not know (*for other specific mentions, please see Chart 8*). Still, a quarter of the respondents (25%) are not aware that children can report violence.
The police is again mentioned as the institution to which violence against children should be reported according to a large number (80%) of the respondents, followed by social workers (51%) and teachers (23%) (please see Chart 9).

Low level of awareness of programmes or materials available related to child discipline and parenting methods is also noted. This may be due to the level to which programmes exist in the country. Only 5% of respondents stated that are aware of education programme or material intended for parents related to child discipline and/or parenting methods (please see Chart 10). However, when asked to provide specifics, these respondents only noted general information on the sources of programmes and materials, like NGO materials, school/kindergarten counselling programs for parents, materials on internet and social media, books for parents and similar (for specific percentages, please see Chart 11).
3.2 ATTITUDES

This thematic section of the questionnaire aimed to gather information about the respondents’ attitudes, related to the extent to which parents and caregivers approve different child discipline practices.

The attitudes of target respondents were evaluated through their agreement, i.e. disagreement with statements that can be grouped into several more general categories, including: 1) tradition-driven attitudes, 2) attitudes towards punishment in general and minor physical punishment methods, 3) attitudes towards positive parenting, 4) gender-related attitudes and 5) attitudes towards parents’ rights.

3.2.1. Respondents’ tradition-driven attitudes

Majority (67%) of respondents share a more traditional attitude that a child should not talk back to an adult (please see Chart 12), while 12% do not agree with that. Also, larger number of respondents (64%) believe (agree with the statement) that children were more disciplined when they were children, while only 17% disagree with the statement.

Statistically significant differences related to the respondents’ agreement, i.e. disagreement about these two (2) tradition-based attitudes (please see Table 5) are noted in the responses of:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child should not talk back to an adult</td>
<td>Grandparents (80%) compared to parents (66%)</td>
<td>Albanian (19%) compared to Macedonian (11%)</td>
</tr>
<tr>
<td>When I was a child, children were more disciplined</td>
<td>Macedonian (67%) compared to other ethnicities (Albanian - 55%; Roma – 47%)</td>
<td>No statistically significant differences</td>
</tr>
<tr>
<td></td>
<td>Grandparents (76%) compared to parents (64%)</td>
<td></td>
</tr>
</tbody>
</table>

Chart 12 – Respondents’ tradition-driven attitudes

3.2.2. Respondents’ attitudes towards punishment in general and minor physical punishment

More than half (57%) of the surveyed respondents disagree that minor physical punishment methods like slapping and spanking are effective methods of disciplining a child (please see Chart 13). Still, 1 in 5—or 19%—agree that these two methods are effective in changing a child’s behaviour.

A larger number (78%) share an attitude that a child can learn to behave without being spanked and/or slapped. Still, 42% of them reported that their child was hit or spanked on the bottom in the past month.
In addition, half of the respondents (51%) disagree that a parent who does not punish their child when they misbehave is not a good parent, while a significant 26% agree with this.

Additional demographic data analysis shows the following statistically significant different attitudes related to the respondents’ agreement, i.e. disagreement about these 3 (three) attitudes related to punishment (please see Table 6):

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slapping/spanking are effective methods of disciplining a child</td>
<td>Male (25%) compared to female (17%)</td>
<td>Female (59%) compared to male (48%)</td>
</tr>
<tr>
<td></td>
<td>Respondents from medium non-income related household segment (65%) compared to those from low ones (53%)</td>
<td>Respondents from households with child with disabilities (74%) compared to those from households without such a child (56%)</td>
</tr>
<tr>
<td>Children can learn to behave without being spanked/slapped</td>
<td>Macedonian and Albanian (78%) compared to Roma (63%)</td>
<td>Respondents from rural areas (13%) compared to those from urban (8%)</td>
</tr>
<tr>
<td></td>
<td>Respondents from medium non-income related household segment (87%) compared to those from low ones (75%)</td>
<td></td>
</tr>
<tr>
<td>A parent who does not punish their child when they misbehave is not a good parent</td>
<td>No statistically significant differences</td>
<td>Macedonian (54%) compared to Albanian (43%)</td>
</tr>
<tr>
<td></td>
<td>Parents (53%) compared to grandparents (37%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 - Disaggregated statistically significant differences related to respondents’ attitudes towards punishment in general and minor physical punishment
3.2.3. Respondents’ attitudes towards positive parenting

Large majority (85%) of respondents agree that positive parenting - like encouraging children to talk to their parents - helps in developing stronger self-esteem in child (please see Chart 14).

The following statistically significant differences related to surveyed respondents’ agreement, i.e. disagreement related to this positive parenting practice (please see Table 7) are noted in the attitudes of:

- Macedonian (87%) compared to Albanian (78%)
- Respondents living in urban areas (89%) compared to those from rural (80%)
- Respondents from medium non-income related household segment (92%) compared to those from low ones (83%)
- No statistically significant differences

Table 7 - Disaggregated statistically significant differences related to respondents’ attitudes towards positive parenting

3.2.4. Respondents’ gender-related attitudes

Raising children should be equal responsibility of men and women according to responses of 85% of the respondents (please see Chart 15). Although 15% agree that hitting a girl is worse than slapping a boy, majority (62%) of the respondents do not discriminate children on gender basis and do not share this attitude.
Analysis of statistically significant differences by respondents’ demographic characteristics related to their agreement, i.e. disagreement with regard to these 2 (two) gender-based attitudes (please see Table 8) are noted in the responses of:

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
</table>
| Men and women should have equal responsibility for raising children | • Macedonian (87%) compared to Albanian (78%)  
  • Male (91%) compared to female (84%)  
  • Respondents from urban areas (87%) compared to those from rural (82%) | • No statistically significant differences |
| Hitting a girl is worse than slapping a boy | • No statistically significant differences | • Macedonian (63%) compared to Albanian (54%) |

Table 8 - Disaggregated statistically significant differences related to respondents’ gender-related attitudes

3.2.5. Respondents’ attitudes towards parents’ rights

The majority (63%) of respondents (please see Chart 16) agree that a parent has the right to discipline their child in any way they believe is right. Similarly, 45% agree that no one has the right to tell a parent how to raise the child. Those who share these attitudes are more likely to use violence (65% and 47% respectively) compared to those who do not share these attitudes (11% and 21% respectively).

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A parent has the right to discipline their child in any way they believe is right</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No one has the right to tell a parent how to raise the child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9 - Disaggregated statistically significant differences related to respondents’ attitudes towards parents’ rights
3.2.6. Upbringing of children in the country – current and what it should be like

A majority (52%) of the respondents consider the upbringing in the country to be “lenient” and a significant number (42%) consider “it should be stricter” (please see Chart 17).

Looking at the demographic characteristics of the respondents related to what is the upbringing of children currently like in the country, i.e. what it should be like (please see Table 10), statistically significant differences are noted in the opinion of:

- Albanian (25%) compared to Macedonian (9%)... should be stricter
- Roma (74%) compared to other ethnicities (Macedonian, 49%; Albanian, 14%)
- Grandparents (56%) compared to parents (40%)
- Respondents from low non-income related household segment (45%) compared to those from medium (34%)

- Macedonian (57%) compared to other ethnicities (Albanian, 34%; Roma, 34%)... should be more lenient
- Albanian (32%) compared to Macedonian (12%)

- Respondents from households with children with disabilities (49%) compared to those from households without a child with impairments (34%)... should be more consistent
- Albanian (49%) compared to Macedonian (32%)
- Respondents from households with child with disabilities (77%) compared to those from households without such a child (61%)

Table 10 - Disaggregated statistically significant differences related to respondents’ opinion on the current upbringing of children & how it should be
3.3 BELIEFS

The third part of the survey questionnaire aimed to gather information about beliefs of parents and/or primary caregivers of children aged 2 – 14 years, or how they understand the effects and consequences of violence and positive child discipline practices; in what circumstances they find violent practices acceptable; what the relative advantage would be of adopting positive parenting practices vs. violent methods.

3.3.1. Respondents’ beliefs related to physical punishment and its effects

Data suggests that although a larger proportion of the surveyed respondents do not believe that physical punishment is an effective method in raising and disciplining a child, many still think that it is sometimes inevitable (please see Chart 18). For example:

- Majority (60%) do not believe that beating a child is an effective way to stop him/her from repeating unwanted behaviour.
- A large number (58%) do not believe that if a child is not spanked, he/she will grow spoiled.
- However, a significant number (41%) believe that although physical punishment of the child is not good, it is sometimes inevitable.

Still, a large 20% believe that if a child is not spanked, he/she will grow spoiled and that 15% believe beating a child is an effective way to stop him/her from repeating unwanted behaviour. Those who share these two beliefs are less likely to identify at least one negative impact that physical violence has on children’s physical and emotional wellbeing (15% and 11% respectively) than those who do not share these beliefs (62% and 67% respectively).

Analysis by respondents’ demographic characteristics shows some statistically significant differences in their agreement, i.e. disagreement related to physical punishment and its effects (please see Table 11):
**Statement** | **Agree** | **Disagree**
--- | --- | ---
I believe that when a child is beaten he/she will not repeat the unwanted behaviour | • No statistically significant differences | • Respondents from urban areas (63%) compared to those from rural (55%)
• Respondents from medium non-income related household segment (70%) compared to those from low (55%)

Physical punishment of the child is not good, but is sometimes inevitable | • Roma (74%) compared to other ethnicities (Macedonian - 44%; Albanian – 31%) | • Respondents living in urban areas (39%) compared to those from rural (29%)

If you do not spank the child, he/she will grow spoiled | • Roma (47%) compared to other ethnic groups (Macedonian – 19%; Albanian – 19%) | • Macedonian (61%) compared to Albanian (49%)
• Respondents from medium non-income related household segment (67%) compared to those from low (54%)

| Table 11 - Disaggregated statistically significant differences in respondents' beliefs related to physical punishment and its effects |

### 3.3.2. Respondents’ beliefs related to psychological aggression/punishment

A large majority of the respondents (84%) believe that children are affected when parents shout or argue in their presence (*please see Chart 19*), while 60% disagree that shouting/screaming make the child more obedient. Furthermore, 54% do not believe - disagree - that psychological punishment, although sometimes cruel, is always for the child’s good.

Worth noting is that 16% believe shouting/screaming make the child more obedient and 23% believe that psychological punishment, although sometimes cruel, is always for the child’s good.

![Chart 19 - Respondents’ beliefs related to psychological aggression/punishment and its effects](chart19.png)
Looked at demographic characteristics, some statistically significant differences related to respondents’ agreement or disagreement with these 3 (three) statements (please see Table 12) are noted:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that shouting/screaming makes the child more obedient</td>
<td>• Roma (87%) and Macedonian (86%) compared to Albanian (75%)</td>
<td>• Macedonian (62%) compared to Albanian (53%)</td>
</tr>
<tr>
<td>I believe that children are affected when parents shout or argue in their presence</td>
<td>• Male (92%) compared to female (82%)</td>
<td>• No statistically significant differences</td>
</tr>
<tr>
<td></td>
<td>• Respondents from urban areas (86%) compared to those from rural (80%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respondents from households with child with disabilities (95%) compared to those from households without such a child (83%)</td>
<td></td>
</tr>
<tr>
<td>Psychological punishment of the children, although sometimes cruel, is always for the child’s good</td>
<td>• Roma (56%) compared to other ethnicities (Macedonian – 21%; Albanian – 26%)</td>
<td>• Parents (56%) compared to grandparents (40%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that children are affected when parents shout or argue in their presence</td>
<td>• Male (48%) compared to female (39%)</td>
<td>• Albanian (59%) compared Macedonian (25%)</td>
</tr>
<tr>
<td></td>
<td>• Respondents from urban areas (67%) compared to those from rural (56%)</td>
<td></td>
</tr>
<tr>
<td>Psychological punishment of the children, although sometimes cruel, is always for the child’s good</td>
<td>• Female (34%) compared to male respondents (24%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 12 - Disaggregated statistically significant differences in respondents’ beliefs related to psychological aggression/punishment

3.3.3. Respondents’ beliefs on sexual abuse

A significant proportion (41%) of the respondents believe that sexual abuse is most frequently done by someone who is familiar to the child, while one third (32%) do not share this belief (please see Chart 20).

Some statistically significant differences are noted related to respondents’ agreement, i.e. disagreement with this statement (please see Table 13) based on their demographic characteristics:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual abuse most frequently is done by someone who is familiar to the child</td>
<td>• Male (48%) compared to female (39%)</td>
<td>• Albanian (59%) compared Macedonian (25%)</td>
</tr>
<tr>
<td></td>
<td>• Respondents from urban areas (67%) compared to those from rural (56%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 13 - Disaggregated statistically significant differences in respondents’ beliefs on sexual abuse
3.3.4. Qualities of a good parent and good child

Respondents were asked to describe a “good” parent and a “good” child. A good parent is characterized by a wide range of qualities mentioned spontaneously by respondents. The top three (3) qualities mentioned are:

1) Able to listen carefully and talk with a child (19%);
2) Patient (17%);
3) Caring (16%).

Top twenty (20) qualities of mentioned (please see Picture 1) suggest that surveyed respondents understand the essence of positive parenting and the importance of dedicating time, patience and care to raising a child.

![Picture 1: D02 In your opinion, what are the qualities of a good parent? Please specify up to three (3) such qualities]

As for what makes a “good” child, the respondents specified an extensive list of qualities. The top three (3) characteristics mentioned are:

1) Well-behaved (50%);
2) Well brought up (20%);
3) Respectful of parents and others (16%).

The top twenty (20) qualities of a “good” child shown in Picture 2 suggest that surveyed respondents have a limited understanding of the parents and caregivers’ role to nurture key child development characteristics such as independent, self-confident, and creativity.

![Picture 2: D03 What about qualities of a good child? What makes a child a good child? Please specify up to three (3) such qualities]
3.3.5. Circumstances in which child disciplining is justified and transferring the right to other adult/s

Larger number of the respondents (57%) believe that it is justified for a parent to hit a child in at least one of the offered situations, i.e. circumstances, compared to 35% who think it is not justified no matter what the situation is (please see Chart 21).

Chart 21 – Percentage of parents/caregivers who believe it is justified to hit a child in at least one situation

Analysed by demographic characteristics of the respondents (please see Table 14), statistically significant differences related to whether it is justified for a parent to hit a child in given situations or not are noted in opinion of:

| Justified to hit a child (in at least one situation) | • Roma (92%) compared to other ethnicities (Macedonian, 55%; Albanian 61%) |
| • Respondents from households without a child with disabilities (58%) compared to those with a child with disabilities (40%) |
| Not justified to hit a child (in any situation) | • Macedonian (38%) compared to Albanian (26%) |
| • Respondents living in urban places (38%) compared to those from rural (31%) |

Table 14 - Disaggregated statistically significant differences to whether it is justified or not to hit a child

The top three (3) circumstances, i.e. situations in which a parent is justified to hit his/her child (please see Chart 22) according to the opinion of the larger number of the respondents include:

1) The child smokes, drinks alcohol or take drugs – 49%;
2) The child steals property – 49%;
3) The child is engaging in sexual activity at a young age – 34%;

whereas the bottom three (3) are:

1) The child has bad grades at school - 13%;
2) The child has a girlfriend/boyfriend – 9%;
3) The child broke something (glass/plate) – 7%.
Looking at demographic characteristics of the respondents (please see Table 15), statistically significant differences related to agreeing it is justified for a parent to hit a child in each of the top three (3) situations are noted in opinion of:

- **The child smokes, drinks alcohol or take drugs**
  - Roma (84%) compared to other ethnicities (Macedonian, 46%; Albanian 58%)
  - Grandparents (63%) compared to parents (47%),
  - Respondents from households without a child with disabilities (50%) compared to those with a child with disabilities (33%)

- **The child steals property**
  - Roma (76%) compared to other ethnicities (Macedonian, 49%; Albanian 49%)
  - Grandparents (61%) compared to parents (48%)

- **The child is engaging in sexual activity at a young age**
  - Roma (68%) compared to other ethnicities (Macedonian, 32%; Albanian 43%)

Table 15 - Disaggregated statistically significant differences related to situations in which a parent is justified to hit his/her child

Of those (57%) who believe it is justified for a parent to hit a child in any of the previously mentioned situations, 30% would allow another adult to do the same (please see Chart 23), mainly an adult from his/her family (95%) (e.g. spouse, uncle, aunt, grandparent, older child’s brother/sister), whereas 18% of them would allow that to an adult from his/her community (e.g. neighbour, teacher, policeman) (please see Table 15).
3.4 CHILD DISCIPLINING PRACTICES AND CHILD ABUSE

This fourth thematic section of the questionnaire was focused on obtaining information on the extent and types of practices used to discipline children; the preference to use certain form of discipline depending on circumstances, age of the child (by 3 age groups – 2-5, 6-10 and 11-14 years), gender (parent’s and child’s gender). All the questions in this section were asked in relation to a specific child aged 2-14 years in the household selected on ‘first next birthday’ basis among a list of children at this age living in a given household.

3.4.1. Frequency of use of different child disciplining practices

Frequency of use of five (5) general types of methods that adults use to teach children proper behaviour or to approach a behavioural problem were asked at the beginning of this section, including:

1) Positive parenting practices (explained why his/her behaviour was incorrect; praised the child about his/her good behaviour; child was given to do something else);
2) Non-violent discipline practices (child was ignored when his/her behaviour was incorrect/bad; child was sent to his/her room, or to the corner or to sit somewhere alone; things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out);
3) Psychological aggression (warned the child with a threat that he/she would be punished; yelled or screamed at the child);
4) Minor physical punishment (hit or spanked him/her on the bottom; hit or spanked him/her on the hand, arm or leg; shook him/her with hands; twisted his/her ear or pulled his/her hair);
5) Severe physical punishment (hit him/her on the face, head or ears; beaten, i.e. hit him/her over and over as hard as one could).

As outlined in Chart 24, the frequency of use decreases as the severity of the method increases – i.e. positive parenting practices are used most frequently, while severe physical punishment used least frequently.
Large 79% reported using at least one violent method (i.e. psychological aggression; minor or severe physical punishment), while only 21% used only positive parenting and non-violent method (i.e. at least one positive parenting and non-violent and never used violent methods (i.e. psychological aggression; minor or severe physical punishment) (please see Table 17).

Those 21% who reported only using positive parenting and non-violent methods are more likely to be female (22%) than male (17%) respondents, grandparents (23%) than parents (22%), Macedonian (24%) than Albanian (13%) or Roma (5%), respondents living in rural areas (24%) than urban (20%), from households with child with disabilities (35%) compared to those with children without disabilities (21%).

Considering data on the exclusive use of positive and non-violent methods based on the child’s age, parents and caregivers of children aged 2-4 years (24%) are slightly more likely to exclusively use positive parenting methods compared to those of older children (5-9 years – 19%; 10-14 years – 21%).
On the other hand, the use of at least one violent method (i.e. psychological aggression; minor or severe physical punishment) was reported to be used more with children aged 5-9 years (81%) than with other age groups (2-4 years – 76%; 10-14 years – 79%).

A separate analysis of the exclusive use of positive parenting and exclusive use of non-violent methods (please see Table 18) shows that only 4% of parents and caregivers exclusively used positive parenting methods with their child in the past month, while none of the respondents reported using only non-violent discipline practices like ignoring a child when his/her behaviour was incorrect/bad; sending him/her to his/her room, or to the corner or to sit somewhere alone; taking away things he/she likes, or forbidding a child to do something he/she likes or punished him/her to go out.

<table>
<thead>
<tr>
<th>Used only positive parenting methods</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used only non-violent methods</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Table 18 – Use of only positive parenting and only non-violent methods

Although the proportion is small, the exclusive use of positive parenting practices are more likely to be used by Macedonian (5%) than Albanian (1%) or Roma (0%) parents and caregivers, with the youngest children age group – 2-4 years (5%) than with older ones (5-9 and 10-14 years – 3%).

Looking specifically at violent child disciplining methods, data shows that 73% of the respondents used at least one psychological aggression method in disciplining their children in the past month, 55% reported using at least one minor physical punishment method, i.e. 14% at least one severe physical punishment method (please see Table 19).

<table>
<thead>
<tr>
<th>Violent methods</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used at least one psychological aggression method</td>
<td>72.3</td>
</tr>
<tr>
<td>Used at least one physical punishment method (minor or severe)</td>
<td>55.5</td>
</tr>
<tr>
<td>Used at least one minor physical punishment method</td>
<td>54.7</td>
</tr>
<tr>
<td>Used at least one severe physical punishment method</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Table 19 – Use of at least one violent child disciplining method (psychological aggression, minor or severe physical punishment methods)

Considering data by child’s age, psychological aggression methods (at least one) were used more with older children (5-9 years and 10-14 years – 75%) and less with the youngest ones (2-4 years – 66%). On the other hand, at least one minor physical punishment method was more likely to be used with younger children (2-4 years and 5-9 years – 57%) than with older ones aged 10-14 years (49%). Parents and caregivers who reported having used at least one severe physical punishment method in the past month are more likely to be Roma (29%) and Albanian (25%) compared to Macedonian (11%), female (16%) compared to male (8%), respondents living in rural areas (18%) than those from urban (12%), and grandparents (17%) than parents (14%). As for the age of a child, this type of punishment, if used, was equally used with all age groups.

3.4.2. Use of positive parenting/discipline methods

The most frequent positive parenting method used by 63% of respondents is “explaining to a child why his/her behaviour was incorrect”. Similarly, 61% noted they, or any other person in their household, “praised their child for good behaviour” (please see Chart 25). “Giving a child something else to do” was used sometimes by 52% of the respondents.
Looking at positive parenting methods used, the following statistically significant differences are noted in the opinions of (please see Table 20):

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explained why his/her behaviour was incorrect</strong></td>
<td>• No statistically significant differences</td>
<td>• Albanian (46%) compared to Macedonian (27%)</td>
<td>• Macedonian (68%) and Roma (60%) compared to Albanian (45%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Female respondents (34%) compared to male (18%)</td>
<td>• Grandparents (76%) compared to parents (61%)</td>
</tr>
<tr>
<td><strong>Praised the child about his/her good behaviour</strong></td>
<td>• No statistically significant differences</td>
<td>• Albanian (54%) compared to Macedonian (26%)</td>
<td>• Macedonian (68%) and Roma (73%) compared to Albanian (36%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respondents living in urban areas (37%) compared to those from rural (29%)</td>
<td>• Male (68%) compared to female (59%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respondents from low income-related household segment (34%) compared to those from medium (26%)</td>
<td>• Respondents living in urban areas (66%) compared to those from rural (53%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Respondents from medium income-related household segment (68%) compared to those from low (58%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Parents/caregivers of children aged 5-9 years (65%) compared to those of children aged 1—14 years (56%)</td>
</tr>
<tr>
<td><strong>Child was given to do something else</strong></td>
<td>• Parents/caregivers of children aged 10-14 years (34%) compared to those of children of other age groups (2-4 years: 25% and 5-9 years: 26%)</td>
<td>• No statistically significant differences</td>
<td>• Parents/caregivers of children aged 2-4 years (22%) compared to parents/caregivers of children aged 10-14 years: 15%</td>
</tr>
</tbody>
</table>

Additional analysis of positive parenting methods used by fathers and mothers with their male or female child aged 2-14 years does not show any statistically significant differences. This highlights that regardless of parent’s gender or the child’s gender and age, the same positive parenting practices were used.
3.4.3. Use of non-violent discipline methods

Non-violent child disciplinary practices include acts that are closely associated with authoritative parenting. They should, however, be used selectively to avoid escalation of tension or to set boundaries and demonstrate consequences. While some of the methods can be effective when used in combination with positive parenting methods, if used frequently or in a hostile manner they can cause emotional harm, such as “sending a child to his/her room, to the corner or to sit somewhere alone” and “ignoring a child when his/her behaviour was incorrect/bad”, which were used sometimes by one third of the respondents (33% and 34% respectively). However, the majority (58% and 55% respectively) said they never used these methods in the past month (please see Chart 26). As for “taking away things a child likes, or forbidding him/her to do something he/she likes or punishing a child to go out”, 53% of the respondents said they sometimes did that, whereas 32% never used this type of non-violent disciplining method.

![Chart 26 - Use of non-violent discipline methods](image)

The following statistically significant differences (please see Table 21) are noted in the opinions of:

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child was ignored when his/her behaviour was incorrect/bad</td>
<td>• Macedonian (59%) compared to Albanian (37%)</td>
<td>• Albanian (47%) compared to Macedonian (31%)</td>
<td>• No statistically significant differences</td>
</tr>
<tr>
<td></td>
<td>• Parents (56%) compared to grandparents (43%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child was sent to his/her room, or to the corner or to sit somewhere alone</td>
<td>• Macedonian (61%) compared to Albanian (46%)</td>
<td>• Parents/caregivers of children aged 10-14 years (36%), i.e. 5-9 years (35%) compared to those of 2-4 years (27%) old children</td>
<td>• Albanian (18%) compared to Macedonian (7%)</td>
</tr>
<tr>
<td></td>
<td>• Respondents from medium (33%) non-income related household segments compared to those from low (21%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respondents from households with child with disabilities (60%) compared to those (23%) in whose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Method | Never | Sometimes | Frequently
--- | --- | --- | ---

Never: household there is not such a child
- Parents/caregivers of children aged 2-4 years (66%) compared to those of children of older age groups (5-9 years: 54%, 10-14 years: 53%)

Sometimes: Macedonian (36%) compared to Albanian (20%)
- Parents/caregivers of children aged 2-4 years (38%) compared to parents/caregivers of 5-9 years (29%) old children
- Albanian (61%) compared to Macedonian (50%)
- No statistically significant differences

Frequently: No statistically significant differences

**Table 21 - Disaggregated statistically significant differences related to use of non-violent discipline methods**

No statistically significant differences are noted in relation to use of non-violent discipline practices based on parent’s gender or child’s gender and age.

### 3.4.4. Use of psychological aggression

More than half of the surveyed respondents (57%) never yelled or screamed at the child, while 38% have done it sometimes (*please see Chart 27*). Threatening the child that he/she would be punished was practiced sometimes by 48%, whereas 33% responded they never used this method in the past month, i.e. 19% said they frequently used it.

**E01: I will read some methods that are used and I would like to you tell me if you or any other person in your household has ever used this method with your child in the last month. - Psychological aggression - %**

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warned the child with a threat that he/she would be punished</td>
<td>33.0</td>
<td>47.3</td>
<td>19.4</td>
</tr>
<tr>
<td>Yelled or screamed at the child</td>
<td>56.9</td>
<td>37.5</td>
<td>5.3</td>
</tr>
</tbody>
</table>

**Chart 27 - Use of psychological aggression**

Demographic data analysis (*please see Table 22*) shows statistically significant differences in the opinions of:

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
</table>
| Warned the child with a threat that he/she would be punished | Female (35%) compared to male (26%)
Parents/caregivers of children aged 2-4 years (38%) compared to | No statistically significant differences | No statistically significant differences |
The only statistically significant difference of psychological aggression methods used by fathers or mothers with their male or female child aged 2-14 years is noted in the practices of:

Mothers of children aged 5-10 years (76%) compared to mothers of children aged 2-4 years (67%) used at least one psychological aggression method in the past month and mothers of children aged 2-4 years (33%) never used any of these methods compared to mothers of children aged 5-10 years.

3.4.5. Use of minor physical punishment methods

Minor physical punishment is used less frequently than the previously mentioned three (3) categories of child disciplining methods as per responses of larger number of the respondents. Still, hitting or spanking a child on the bottom was sometimes used by 41% of the respondents, whereas methods like hitting or spanking a child on the hand, arm or leg, shaking him/her with hands and twisting his/her ear or pulling his/her hair, were never used according to responses of large majority of the respondents (between 75% and 87%) (please see Chart 28). Nevertheless, 23% reported having sometimes hit or spank a child on the hand, arm or leg, 16% twisted his/her ear or pulled his/her hair and 10% shook a child with hands.

Statistically significant differences related to the use of the minor physical punishment methods analysed by the respondents’ demographics (please see Table 23) are noted in the opinions of:
<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hit or spanked him/her on the bottom</td>
<td>• Respondents from medium income-related household segment (60%) compared to those from low (50%)&lt;br&gt;• Parents/caregivers of children aged 10-14 years (59%) compared to parents/caregivers of children aged 5-9 years (50%)</td>
<td>• Roma (55%) compared to Macedonian (41%)&lt;br&gt;• Male respondents (49%) compared to female (39%)</td>
<td>• No statistically significant differences</td>
</tr>
<tr>
<td>Hit or spanked him/her on the hand, arm or leg</td>
<td>• Respondents from medium income-related household segment (80%) compared to those from low (72%)</td>
<td>• Roma (53%) compared to Albanian (28%) and Macedonian (21%)</td>
<td>• No statistically significant differences</td>
</tr>
<tr>
<td>Shook him/her with hands</td>
<td>• Macedonian (92%) compared to Albanian (78%) and Roma (73%)&lt;br&gt;• Male (94%) respondents compared to female (87%)&lt;br&gt;• Respondents living in urban areas (92%) compared to those from rural (83%)&lt;br&gt;• Respondents from medium income-related household segment (93%) compared to those from low (87%)</td>
<td>• Respondents living in rural areas (13%) compared to those from urban (7%)</td>
<td>• No statistically significant differences</td>
</tr>
<tr>
<td>Twisted his/her ear or pulled his/her hair</td>
<td>• Macedonian (87%) compared to Albanian (62%) and Roma (61%)&lt;br&gt;• Respondents living in urban areas (85%) compared to those from rural (75%)&lt;br&gt;• Respondents from high income-related household segment (94%) compared to those from medium (85%) and low (79%)&lt;br&gt;• Respondents from households with child with disabilities (93%) compared to those without such a child (80%)</td>
<td>• Albanian (28%) compared to Macedonian (12%)&lt;br&gt;• Respondents living in rural areas (21%) compared to those from urban (13%)</td>
<td>• No statistically significant differences</td>
</tr>
</tbody>
</table>

Table 23 - Disaggregated statistically significant differences related to use of minor physical punishment methods
While child’s gender does not have influence over the use of minor physical punishment by his/her father or mother, statistically significant difference is noted in the use of this type of child disciplining method related to child’s age:

- Mothers of children aged 2-4 years (60%) used at least one minor physical punishment significantly more that mothers of older children (10-14 years), whereas mothers of this older children age group (51%) never used any of these practices compared to mothers of children aged 2-4 years (40%). This shows that mothers use practices like hitting or spanking a child on the bottom, hand, arm or leg, shaking him/her with hands or twisting child’s ear or pulling his/her hair more with younger than older children.

3.4.6. Use of severe physical punishment methods

Severe physical punishment is among the least frequently used child disciplining methods (please see Chart 29). Although large 92% of the respondents said they or any other person in their household has never beaten, i.e. hit a child over and over as hard as one could, there are still 7% who said they did sometimes used this method in the past month to discipline their child. Similarly, 87% responded they never hit a child on the face, head or ears, while 11% nevertheless have sometimes done this.

Statistically significant differences related to the use of the severe physical punishment methods (please see Table 24) analysed by the respondents’ demographics are noted in the opinions of:

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
</table>
| Hit him/her on the face, head or ears        | • Macedonian (90%) compared to Albanian (77%) and Roma (71%)  
  • Male (92%) compared to female respondents (85%) | • Albanian (20%) compared to Macedonian (9%) | • No statistically significant differences |
| Beaten, i.e. hit him/her over and over as hard as one could | • Macedonian (94%) compared to Albanian (84%) and Roma (85%)  
  • Male respondents (98%) compared to female (90%)  
  • Respondents from urban areas (94%) compared to those from rural (88%) | No statistically significant differences | • No statistically significant differences |

Chart 29 - Use of severe physical punishment methods

Table 24 - Disaggregated statistically significant differences related to use of severe physical punishment methods
Analysis of severe physical punishment methods used by fathers and mothers with their male or female child aged 2-14 years does not show any statistically significant differences. This highlights that parent’s gender or child’s gender and age do not significantly influence the use of this type of child disciplining method.

3.4.7. Reasons for using violent child disciplining methods and frequency of use of some expressions with a child

Generally, the main reason for using at least one form of the psychological aggression, minor and/or severe physical abuse methods sometimes or frequently is to teach a child proper behaviour or as an approach to address a behavioural problem, i.e. a reaction to child’s misbehaviour and a measure of correcting it. Thus, the top three (3) reasons mentioned by the largest number of the respondents are the following:

1) Child misbehaved/Inappropriate behaviour - 21%;
2) Child didn’t listen and misbehaved – 16%;
3) To teach a child to behave well – 14%.

Table 25 that follows includes all the specific reasons mentioned by the respondents who said they or someone else in their household used at least one of the psychological aggression, minor and/or severe physical abuse methods sometimes or frequently in the past month.

<table>
<thead>
<tr>
<th>No.</th>
<th>Reasons</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Child misbehaved/Inappropriate behaviour</td>
<td>20.5</td>
</tr>
<tr>
<td>2.</td>
<td>Child didn’t listen and misbehaved</td>
<td>16.2</td>
</tr>
<tr>
<td>3.</td>
<td>To teach a child to behave well</td>
<td>13.5</td>
</tr>
<tr>
<td>4.</td>
<td>To teach a child what is right/To make a good person of him/her</td>
<td>8.3</td>
</tr>
<tr>
<td>5.</td>
<td>To prevent child from harming/injuring himself/herself</td>
<td>6.7</td>
</tr>
<tr>
<td>6.</td>
<td>Child ignored his/her responsibilities (at school, home)</td>
<td>6.2</td>
</tr>
<tr>
<td>7.</td>
<td>Child was persistent and wanted something he/she cannot get</td>
<td>6.0</td>
</tr>
<tr>
<td>8.</td>
<td>Child spent too much time on computer/telephone/watching TV</td>
<td>4.0</td>
</tr>
<tr>
<td>9.</td>
<td>Child talked back/insulted an adult</td>
<td>3.8</td>
</tr>
<tr>
<td>10.</td>
<td>Child quarrelled with siblings/other children</td>
<td>3.8</td>
</tr>
<tr>
<td>11.</td>
<td>I think that is the right/efficient way</td>
<td>3.5</td>
</tr>
<tr>
<td>12.</td>
<td>My lack of patience</td>
<td>3.2</td>
</tr>
<tr>
<td>13.</td>
<td>Not to repeat the same misbehaviour</td>
<td>2.9</td>
</tr>
<tr>
<td>14.</td>
<td>To show the child where the boundaries are</td>
<td>2.4</td>
</tr>
<tr>
<td>15.</td>
<td>Child broke something (tablet, glass, window...)</td>
<td>2.4</td>
</tr>
<tr>
<td>16.</td>
<td>Child lied</td>
<td>2.1</td>
</tr>
<tr>
<td>17.</td>
<td>Child was stubborn/pig-headed</td>
<td>2.1</td>
</tr>
<tr>
<td>18.</td>
<td>Child did not inform parents of going out</td>
<td>1.6</td>
</tr>
<tr>
<td>19.</td>
<td>Child did not return on time from school</td>
<td>1.4</td>
</tr>
<tr>
<td>20.</td>
<td>Bad grades at school</td>
<td>1.3</td>
</tr>
<tr>
<td>21.</td>
<td>To teach the child some discipline</td>
<td>1.3</td>
</tr>
<tr>
<td>22.</td>
<td>Child misbehaved outside of home (kindergarten, school...)</td>
<td>1.0</td>
</tr>
<tr>
<td>23.</td>
<td>Constant crying/crying for everything</td>
<td>0.5</td>
</tr>
<tr>
<td>24.</td>
<td>Child did not want to eat</td>
<td>0.5</td>
</tr>
<tr>
<td>25.</td>
<td>As preventive measure</td>
<td>0.3</td>
</tr>
<tr>
<td>26.</td>
<td>Other</td>
<td>0.5</td>
</tr>
<tr>
<td>27.</td>
<td>Don’t know/Refuses to answer</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Table 25: E02 You've said you or some other person in your households used some of the methods to teach a child proper behaviour or as an approach to address a behavioural problem that I just read to you. What was the reason for using those methods for disciplining your child? - %
The expressions that the majority of respondents used “sometime” in the past month are:

- “How many times do I have to tell you?” (52%),
- “Don’t touch that, it’s dangerous” (48%), and
- “Hurry up; be quiet; stop; answer me” (46%) and
- “Don’t cry; Don’t laugh; Don’t shout!” (46%) (please see Chart 30).

![Chart 30 – Frequency of use of certain expressions by parents/caregivers with his/her child](image)

While, a larger number of the respondents said they never used expressions that can belittle a child, such as: “You are stupid! You are lazy!” (76%), “You unmannerly child/where are your manners” (64%) or “Look how good he/she does it compared to you” (61%); still more than 20% respondents “sometimes” use these expressions.

### 3.4.8. Most successful methods in changing child’s behaviour/stopping misbehaviour

Respondents who said that either they or someone else from their household sometimes or frequently used some of the child disciplining methods mentioned before, found the following top three (3) methods to be the most successful in changing their child’s behaviour/stopping misbehaviour (for other percentages please see Table 26):

1. Explained why his/her behaviour was incorrect (positive parenting practices) – 66%;
2. Praised the child about his/her good behaviour (positive parenting practices) - 47%;
3. Things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out (non-violent discipline practice) – 28%.

<table>
<thead>
<tr>
<th>No.</th>
<th>Methods</th>
<th>Method category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explained why his/her behaviour was incorrect.</td>
<td>Positive parenting practices</td>
<td>65.8</td>
</tr>
<tr>
<td>2.</td>
<td>Praised the child about his/her good behaviour</td>
<td>Positive parenting practices</td>
<td>46.7</td>
</tr>
<tr>
<td>3.</td>
<td>Things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out</td>
<td>Non-violent discipline practices</td>
<td>27.5</td>
</tr>
<tr>
<td>4.</td>
<td>Warned the child with a threat that he/she would be punished</td>
<td>Psychological aggression</td>
<td>15.1</td>
</tr>
<tr>
<td>5.</td>
<td>Child was given to do something else</td>
<td>Positive parenting practices</td>
<td>13.9</td>
</tr>
<tr>
<td>6.</td>
<td>Child was ignored when his/her behaviour was incorrect/bad</td>
<td>Non-violent discipline practices</td>
<td>11.3</td>
</tr>
<tr>
<td>7.</td>
<td>Child was sent to his/her room, or to the corner or to sit somewhere alone</td>
<td>Non-violent discipline practices</td>
<td>9.3</td>
</tr>
<tr>
<td>8.</td>
<td>Hit or spanked him/her on the bottom</td>
<td>Minor physical punishment</td>
<td>8.6</td>
</tr>
<tr>
<td>9.</td>
<td>Yelled or screamed at the child</td>
<td>Psychological aggression</td>
<td>3.0</td>
</tr>
<tr>
<td>10.</td>
<td>Hit or spanked him/her on the hand, arm or leg</td>
<td>Minor physical punishment</td>
<td>2.0</td>
</tr>
<tr>
<td>11.</td>
<td>Twisted his/her ear or pulled his/her hair</td>
<td>Minor physical punishment</td>
<td>0.9</td>
</tr>
<tr>
<td>12.</td>
<td>Hit him/her on the face, head or ears</td>
<td>Severe physical punishment</td>
<td>0.6</td>
</tr>
</tbody>
</table>
Table 26: E04. Which of the following methods of child disciplining have you found to be most successful in changing your child’s behaviour/stopping misbehaviour? Please choose up to three (%)

Respondents are less likely to note physical punishment (minor and severe), as successful methods to teach children proper behaviour or to approach a behavioural problem, than non-violent practices (positive parenting and non-violent practices). This suggests that parents and caregivers believe non-violent methods are more effective than violent ones.

3.4.9. Proportion of children who witnessed different violence/abuse situations

According to respondents, a very small percentage (8%) of their children aged 2-14 years have sometimes witnessed an adult family member being slapped, kicked, punched or beaten up by other adult in the home; while some (20%) have witnessed a friend, schoolmate being slapped, kicked, punched or beaten up by an adult at school/kindergarten/any other place (please see Chart 31).

3.4.10. Proportion of respondents who are personally aware of cases of child sexual abuse

Overall, 1.7% of respondents confirmed personally knowing a child who experienced sexual abuse. They confirmed (please see Chart 32) that the following sexual abuse situations have happened to a child whose family they personally know:

1) The child was touched in a sexual way by an adult (0.9%);
2) The child was forced to have sexual intercourse with an adult (0.6%);
3) The child has been forced to watch pornographic materials (0.3%).
A larger number of those who were aware of cases did not have anything to add, whereas 9% said there should be more rigorous laws for paedophiles.

3.4.11. Respondents’ own experience with corporal punishment as a child and its effects on them

Almost two thirds of the respondents (65%) noted they did not experience any corporal punishment by their parents, whereas one third (33%) did (please see Chart 33). A large majority (70%) of those who experienced corporal punishment as a child believe that their parents had the right to physically discipline them (please see Chart 34). Large proportion (81%) of those who approve of their parents’ right to physically punishing them as children, also share the attitude that a parent has the right to discipline their child in any way they believe is right.
As for the effects of the physical disciplining by their parents, (33%) responded it had positive effect on their behaviour, whereas around 19% said it had no consequences at all on their further development, self-esteem and similar. For 11% of the respondents, it resulted in respect and fear of their parents (for other effects, i.e. consequences, please see Chart 35).

Worth mentioning is that respondents who confirmed experiencing corporal punishment by their parents when they were children, reported using minor physical punishment methods to discipline their children more than to those who have not (please see Table 27). Specifically, large 72% of those who said they were physically punished by their parents used at least one minor physical punishment method compared to 46% of those who responded they were not. As for use of severe physical punishment methods, no significant differences are noted in their use by respondents who experienced corporal punishment by their parents compared to those who did not.

<table>
<thead>
<tr>
<th>Physical punishment method</th>
<th>Frequency of use</th>
<th>Respondents who were physically punished by their parents - %</th>
<th>Respondents who were not physically punished by their parents - %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor physical punishment</strong> (hit or spanked him/her on the bottom; hit or spanked him/her on the hand, arm or leg; shook him/her with hands; twisted his/her ear or pulled his/her hair)</td>
<td>Used at least one minor physical punishment</td>
<td>71.9</td>
<td>46.1</td>
</tr>
<tr>
<td></td>
<td>Never used any of these methods</td>
<td>28.0</td>
<td>54.8</td>
</tr>
<tr>
<td><strong>Severe physical punishment</strong> (hit him/her on the face, head or ears; beaten, i.e. hit him/her over and over as hard as one could)</td>
<td>Used at least one severe physical punishment method</td>
<td>14.9</td>
<td>13.1</td>
</tr>
<tr>
<td></td>
<td>Never used any of these methods</td>
<td>85.0</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Table 27 – Cross-tabulation of use of physical punishment methods and respondents’ personal experience with physical punishment by their parents

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Chart 35 – Consequences of corporal punishment by their parents on the respondents’ own development, self-esteem, etc.
3.4.12. Proportion of respondents who witnessed child experiencing violent behaviour and reasons for not reporting it

A little more than one quarter (27%) of the surveyed respondents stated they have seen a child experiencing violent behaviour in the community (please see Chart 36).

However, a large majority of them (73%) did not report it (please see Chart 37). The main reasons for not reporting seeing a child experiencing violent behaviour are: not my right/not my right to interfere or report (26%), not my job/problem (20%), I was afraid to interfere/report (17%), it was not serious violence (15%) and similar (for other reasons mentioned by the respondents, please see Table 28). This highlights again low awareness about legal obligation of “every citizen to report to responsible authorities any form of discrimination, abuse and use of children immediately upon witnessing or finding out about it”.

<table>
<thead>
<tr>
<th>Table 28: E10 Did you report you saw a child experiencing violent behaviour in the community? No. Why? - %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason</strong></td>
</tr>
<tr>
<td>Not my right/Not my right to interfere or report</td>
</tr>
<tr>
<td>Not my job/problem</td>
</tr>
<tr>
<td>I was afraid to interfere/report</td>
</tr>
<tr>
<td>It was not serious violence</td>
</tr>
<tr>
<td>Didn’t want to interfere</td>
</tr>
<tr>
<td>Reporting does not function here yet</td>
</tr>
<tr>
<td>It was for child’s good/child deserved it</td>
</tr>
<tr>
<td>Didn’t know the woman/the people</td>
</tr>
<tr>
<td>I told the parents</td>
</tr>
<tr>
<td>Couldn’t interfere at that moment</td>
</tr>
<tr>
<td>It’s somehow acceptable in our society</td>
</tr>
<tr>
<td>Didn’t know where and whom to report to</td>
</tr>
</tbody>
</table>
3.5 EMPIRICAL EXPECTATIONS

This part of the questionnaire was designed to obtain information about the extent to which social norms influence attitudes and practices towards child discipline and what respondents think other parents in their community do to discipline their children.

3.5.1. Respondents’ views on how their peers (i.e. other parents/caregivers in the country) discipline their children

The survey data shows that respondents believe that, on average 5 out of 10 of their peers in the country primarily use only positive child disciplinary methods/practices of disciplining the children; while, 5 out of 10 other parents/caregivers in the country use physical punishment, i.e. spank the child on the bottom, hit or slap the child on the face or other body part and psychological aggression, i.e. yell or scream at a child, call the child insulting names (please see Chart 38).

| 4.98 | Only use positive child disciplinary methods |
| 4.76 | Spank the child on the bottom, hit or slap them on the face or other body |
| 4.59 | Yell or scream at a child, call the child insulting names |
| 1.86 | Beat the child over and over as hard as one can; beat the child with a belt, stick or hard object |

Chart 38: F01 Based on your knowledge, does the majority of parents/caregivers in the country use the following practices in disciplining their children, i.e. how many out of 10 parents/caregivers would you say use the following practices in disciplining their children? - Average # of people

As for the number of parents/caregivers in the country who would use severe physical punishment methods like beating the child over and over as hard as one can; beating the child with a belt, stick or hard object, the respondents think that on average 2 out of 10 of their peers in the country would use these methods of child disciplining.

A cross-tabulation by types of discipline practices that parents/caregivers use (what surveyed parents do) with their opinion about how many out of 10 parents/caregivers use the same practices (opinion on what the majority of others do) (please see Table 29), show a correlation between what parents do and what they think others do. For example,

- Respondents who only use positive and non-violent practices (at least one and never violent method) believe 5 out of 10 other parents/caregivers do the same; while respondents who have used at least one severe physical punishment believe that only 4 out of 10 parents use positive practices.
- Looking at the issue from opposite end, respondents who only use positive and non-violent practices (at least one and never violent method) believe that only 2 out of 10 other parents beat their child over again; while respondents who have used at least one severe physical punishment believe that more 3 out of 10 parents/caregivers beat their child over again.
3.5.2. Respondents’ views on how their peers (i.e. other parents/caregivers in the country) respond if/when they witness the use of physical punishment of a child

With regards to the response of the majority of adults to witnessing a parent physically punishing their child, respondents think that 3 out of 10 adults on average would intervene when witnessing another parent/adult physically disciplining the child, to stop them, whereas 2 out of 10 of their peers on average would call authorities (police, social assistant, etc.) to report a case of violent discipline, witnessed in their neighbourhood (please see Chart 39).

Chart 39: F02 Based on your knowledge, does the majority of adults in the country respond to witnessing a parent physically punishing their child in the following ways, i.e. how many out of 10 adults would you say do the following? - Average # of people

A cross-tabulation of knowledge of legislative and empirical expectations shows that respondents who are aware of legislation obliging people to report violence against children are only slightly more likely to expect other people to intervene when witnessing another parent/adult physically disciplining the child, compared to those who do not know that there is such legislation (please see Table 30). Interestingly, there is no correlation between empirical expectations related to reporting (opinion on whether the majority report violence) and knowledge of
legislation obliging people. This suggests that knowledge does not play a role in influencing behaviour when it comes to reporting cases; and that practices may be more dependent on beliefs.

<table>
<thead>
<tr>
<th>What surveyed parents/caregivers know about legal obligation to report violence</th>
<th>Lack of knowledge of legislation for reporting violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of legislation for reporting violence</td>
<td>2.71</td>
</tr>
<tr>
<td>Lack of knowledge of legislation for reporting violence</td>
<td>2.30</td>
</tr>
<tr>
<td>Knowledge of legislation for reporting violence</td>
<td>1.84</td>
</tr>
<tr>
<td>Lack of knowledge of legislation for reporting violence</td>
<td>1.87</td>
</tr>
</tbody>
</table>

Table 30 - Cross-tabulation of respondents’ knowledge of legislative and empirical expectations, i.e. their views on how their peers (i.e. other parents/caregivers in the country) respond if/when they witness the use of physical punishment of a child

Also, those who stated they reported they saw a child experiencing violent behaviour in the community, are more likely to expect a larger average number of people to intervene when witnessing another parent/adult physically disciplining the child, to stop them as well as to call authorities (police, social assistant etc.) to report a case of violent discipline, witnessed in their neighborhood than those who did not report such a case (please see Table 31).

<table>
<thead>
<tr>
<th>What surveyed parents/caregivers do (report violence)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical expectation – average number of people who would intervene when witnessing another parent/adult physically disciplining the child, to stop them.</td>
<td>3.94</td>
<td>3.00</td>
</tr>
<tr>
<td>Empirical expectation – average number of people who would call authorities (police, social assistant etc.) to report a case of violent discipline, witnessed in their neighbourhood.</td>
<td>2.88</td>
<td>1.70</td>
</tr>
</tbody>
</table>

Table 31 - Cross-tabulation of respondents’ reporting seeing a child experiencing violent behaviour and empirical expectations, i.e. their views on how their peers (i.e. other parents/caregivers in the country) respond if/when they witness the use of physical punishment of a child
3.6 NORMATIVE EXPECTATIONS

This section of the survey aimed to gather information about what respondents think other people (parents; family members; other community members etc.) expect them to do in certain circumstances (when the child misbehaves).

3.6.1. Reference groups – who influences the respondents child discipline practices

Spouses/partners are those who have the biggest influence when it comes to practices of child disciplining according to 72%. Parents also have certain influence based on the opinion of around 21% of the respondents (please see Chart 40).

![Chart 40 - Reference groups – who influences the respondents child discipline practices](chart)

3.6.2. Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use of spanking and hitting or slapping a child on the face or other body part

In relation to what the attitude would be of the majority of parents in the country if they saw another parent using some of child disciplining practices, the respondents were asked whether they would:

1) understand it as right of every parent,
2) condemn it as inappropriate way, or whether they would,
3) ignore it as it is that parent’s own matter.

A large proportion of respondents (44%) think that the majority of parents would condemn physical punishment, like spanking the child on the bottom, hitting or slapping him/her on the face or other body part as inappropriate way. Still a significant third of respondents (28%) believe that the majority of them would understand it as the right of every parent, and the same percentage think they would ignore it as it is that parent’s own matter (please see Chart 41).
Looking at demographic characteristics of the respondents (please see Table 32), statistically significant differences related to respondent’s views on their peers’ (i.e. other parents/caregivers) attitude towards other parents using physical punishment method are noted in opinions of:

| Would understand it as a right of every parent | Macedonian (31%) and Roma (40%) compared to Albanian 16% |
| Would condemn it as inappropriate way | Albanian (56%) compared to Macedonian (41%)
Respondents from medium non-income household related segment (51%) compared to those from low one (40%) |
| Would ignore it as it is that parent’s own matter | Female (29%) compared to male respondents (20%) |

Table 32 - Disaggregated statistically significant differences related to respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use of spanking and hitting or slapping a child on the face or other body part

A cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parents/caregivers believe others expect them to do), show a correlation between the two (please see Table 33). For example,

- Parents/caregivers who only used positive and non-violent practices (at least one and never violent method) (66%); are more likely to believe that “others” would condemn the use of physical punishment, than parents/caregivers who used at least one violent method (40%).
- Looking at the issue from opposite end, parents/caregivers who used at least one violent method (29%); are more likely to believe that “others” would understand it as a right of every parent (accept the use of physical punishment), than parents who only used positive and non-violent practices (at least one and never violent method) (16%).

Table 33 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parents/caregivers believe others expect them to do), i.e. peers’ views to use of spanking and hitting or slapping a child on the face or other body part
3.6.3. Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use of beating a child

As for more severe physical punishment, like beating the child over and over; beating the child with a belt, stick or hard object, according to large majority of the respondents (72%), the majority of their peers in the country would condemn it as inappropriate way, and 19% think they would ignore it as it is that parent’s own matter (please see Chart 42).

Looking at demographic characteristics of the respondents (please see Table 34), statistically significant differences related to respondent’s views on their peers’ (i.e. other parents/caregivers) attitude towards other parents using severe physical punishment methods are noted in opinions of:

- Would understand it as a right of every parent
  - Macedonian (74%) compared to other ethnicities (Albanian - 65%; Roma – 60%)
  - Male (81%) compared to female respondents (70%)
  - Respondents from high (91%) and medium (79%) non-income related household segment compared to those from low one (69%)
  - Respondents from households with a child with disabilities (86%) compared to those from households without such a child (71%)

- Would condemn it as inappropriate way
  - Albanian (26%) compared to Macedonian (17%)

Table 34 - Disaggregated statistically significant differences related to respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use of beating a child

A cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do) (please see Table 35), show a correlation between the two. For example, parents/caregivers who used at least one violent method (20%); are twice as likely to believe that the majority of “others” would ignore a situation where a parent repeatedly beats a child on the understanding that it was the families’ private matter; than parents/caregivers who only used positive and non-violent practices (at least one and never violent method) (10%).
Responses related to peers’ views on beating the child over and over as hard as one can; beating the child with a belt, stick or hard object

<table>
<thead>
<tr>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would understand it as a right of every parent</td>
<td>6.3</td>
</tr>
<tr>
<td>Would condemn it as inappropriate way</td>
<td>81.3</td>
</tr>
<tr>
<td>Would ignore it as it is that parent’s own matter</td>
<td>11.5</td>
</tr>
<tr>
<td>Don’t know/ Refuses to answer</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Table 35 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parents/caregivers believe others expect them to do), i.e. peers’ views on beating the child over and over as hard as one can; beating the child with a belt, stick or hard object

3.6.4. Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use yelling, screaming or insulting a child

A slight majority of respondents (51%) believe their peers (i.e. other parents/caregivers) would condemn the use of psychological aggression methods such as yelling or screaming at a child, calling the child insulting names. However, as many as 30% think that they would ignore it as a parent’s own matter, and 19% believe the majority of parents would understand it as a right of every parent if they see another parent use this disciplining method.

Chart 43 - Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use yelling, screaming or insulting a child

Looking at demographic characteristics of the respondents, statistically significant differences related to respondent’s views on their peers’ (i.e. other parents/caregivers) attitude towards other parents using psychological aggression methods are noted in opinions of:
Would understand it as a right of every parent
• Roma (44%) compared to other ethnicities (Macedonian – 21%, Albanian – 11%)

Would condemn it as inappropriate way
• Albanian (63%) compared to other ethnicities (Macedonian - 49%; Roma – 24%)
• Respondents from high (68%) non-income household related segment compared to those from low one (48%)
• Respondents from households with a child with disabilities (70%) compared to those from households without such a child (49%)

Would ignore it as it is that parent’s own matter
• Female (31%) compared to male respondents (23%)

Table 36 - Disaggregated statistically significant differences related to respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use yelling, screaming or insulting a child

As is the case with physical violent methods, a cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), show a correlation between the two when it comes to psychological punishment. For example, parents/caregivers who used at least one violent method (31%); are twice as likely to believe that the majority of “others” would ignore a situation where a parent yells or screams at their child on the understanding that it was the families private matter; than parents/caregivers who only use positive and non-violent practices (at least one and never violent method) (14%). Similarly, they are twice as likely to understand it as a right of every parent to yell at the child.

According to larger number of the respondents (72%) who replied they used only positive and non-violent practices (at least one and never violent method) compared to 48% of those who used at least one violent method, majority of other people would condemn yelling or screaming at a child, calling the child insulting names as inappropriate way for disciplining a child (please see Table 35).

<table>
<thead>
<tr>
<th>Responses related to peers’ views on yelling or screaming at a child, calling the child insulting names</th>
<th>What surveyed parents/caregivers do (discipline methods used)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used only positive and non-violent (at least one) and never violent method</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Would understand it as a right of every parent</td>
<td>13.5</td>
</tr>
<tr>
<td>Would condemn it as inappropriate way</td>
<td>71.9</td>
</tr>
<tr>
<td>Would ignore it as it is that parent’s own matter</td>
<td>14.6</td>
</tr>
<tr>
<td>Don’t know/ Refuses to answer</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Table 37 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers’ views on yelling or screaming at a child, calling the child insulting names
3.6.5. Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use positive parenting

A significant majority (70%) of respondents share an opinion that the majority of parents in the country would understand the use of strictly positive parenting child disciplinary methods (i.e. never punishing a child, be it physical or psychological), while 15% think their peers would condemn it as inappropriate way, i.e. according to 14% they would ignore it as it is that parent’s own matter (please see Chart 44).

![Chart 44 - Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards the use positive parenting](image)

Looking at demographic characteristics of the respondents (please see Table 38), statistically significant differences related to respondents’ views on their peers’ (i.e. other parents/caregivers) attitude towards other parents using positive method are noted in opinions of:

- Would understand it as a right of every parent
  - Respondents from high (88%) and medium (78%) non-income household related segment compared to those from low one (66%)
  - Respondents from households with a child with disabilities (86%) compared to households without such a child (69%)

- Would condemn it as inappropriate way
  - Albanian (22%) compared to Macedonian (14%)
  - Male (18%) compared to female respondents (12%)

- Would ignore it as it is that parent’s own matter
  - No statistically significant differences

Table 38 - Disaggregated statistically significant differences related to respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use positive parenting

A significant majority (83%) of the respondents who reported using only positive and non-violent practices (at least one and never violent method) believe that the majority of people in the country would understand the use of positive child disciplinary methods (i.e. never punish be it physical or psychological) as a right of every parent compared to 68% of those who said they used at least one violent child disciplinary practice (please see Table 39).
Responses related to peers’ views on positive child disciplinary methods (i.e. never punish be it physical or psychological)

<table>
<thead>
<tr>
<th>What surveyed parents/caregivers do (discipline methods used)</th>
<th>Used only positive and non-violent (at least one) and never violent method</th>
<th>Used at least one violent method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would understand it as a right of every parent</td>
<td>83.3</td>
<td>67.7</td>
</tr>
<tr>
<td>Would condemn it as inappropriate way</td>
<td>9.4</td>
<td>16.4</td>
</tr>
<tr>
<td>Would ignore it as it is that parent’s own matter</td>
<td>6.3</td>
<td>15.1</td>
</tr>
<tr>
<td>Don’t know/ Refuses to answer</td>
<td>1.0</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Table 39 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parents/caregivers believe others expect them to do), i.e. peers’ views on positive child disciplinary methods (i.e. never punish be it physical or psychological)

3.6.6. Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards other parents intervening when witnessing the use of physical punishment

Respondents have mixed views on their peers’ attitude towards another parent intervening when witnessing another parent/adult physically disciplining the child - 38% of respondents think that peers would believe it is the right of every parent, 28% think the majority of their peers would condemn it inappropriate, and 27% think their peers would ignore it as it is that parent’s own matter (please see Chart 45).

Chart 45 - Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards other parents intervening when witnessing the use of physical punishment

Looking at demographic characteristics of the respondents (please see Table 40), statistically significant differences related to respondents’ views on their peers’ (i.e. other parents/caregivers) attitude towards other parents intervening when witnessing another parent/adult physically disciplining a child are noted in opinions of:

- Macedonian (41%) compared to Albanian (27%)
Would condemn it as inappropriate way
- Albanian (47%) compared to Macedonian (23%)

Would ignore it as it is that parent’s own matter
- Respondents from low (30%) compared to medium (21%) non-income household related segment

Table 40 - Disaggregated statistically significant differences related to respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards other parents intervening when witnessing the use of physical punishment

Again, a majority (62%) of those who reported using only positive and non-violent practices (at least one and never violent method) compared to 35% of the respondents who said they used at least one violent method believe that the majority of parents in the country would understand intervening when witnessing another parent/adult physically disciplining the child as a right of every parent (please see Table 41).

Responses related to peers’ views on intervening when witnessing another parent/adult physically disciplining the child, to stop them

<table>
<thead>
<tr>
<th>What surveyed parents/caregivers do (discipline methods used)</th>
<th>Used only positive and non-violent (at least one) and never violent method</th>
<th>Used at least one violent method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would understand it as a right of every parent</td>
<td>61.5</td>
<td>35.3</td>
</tr>
<tr>
<td>Would condemn it as inappropriate way</td>
<td>19.8</td>
<td>29.0</td>
</tr>
<tr>
<td>Would ignore it as it is that parent’s own matter</td>
<td>17.7</td>
<td>28.7</td>
</tr>
<tr>
<td>Don’t know/ Refuses to answer</td>
<td>1.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Table 41 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers’ views on intervening when witnessing another parent/adult physically disciplining the child, to stop them

3.6.7. Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards others reporting violence to authorities

Despite it being a legal obligation, respondents also have mixed views on their peers’ attitude towards another parent reporting violence to authorities - 47% think that peers would believe it is a right of every parent; 28% think their peers would ignore it as that is every parent’s own matter, and 17% think other parents would condemn it even as inappropriate (please see Chart 46).

Chart 46 - Respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards others reporting violence to authorities

G02 In your opinion, what would be the attitude of the majority of parents in the country if they see another parent reporting violence to authorities? - %

- Would understand it as a right of every parent: 46.6%
- Would condemn it as inappropriate way: 17.5%
- Would ignore it as it is that parent’s own matter: 27.6%
- Don’t know/ Refuses to answer: 8.3%
Looking at demographic characteristics of the respondents (*please see Table 42*), statistically significant differences related to respondents’ views on their peers’ (i.e. other parents/caregivers) attitude towards others reporting violence to authorities are noted in opinions of:

| Would understand it as a right of every parent | • Macedonian (50%) compared to Albanian (34%)  
| • Grandparents (60%) compared to parents (45%)  
| • Respondents from medium (53%) compared to low (44%) non-income household related segment |
| Would condemn it as inappropriate way | • Albanian (30%) compared to Macedonian (14%) |
| Would ignore it as it is that parent’s own matter | • Respondents from low (30%) compared to medium (20%) non-income household related segment |

Table 42 - Disaggregated statistically significant differences related to respondents’ views on their peers’ (i.e. other parents/caregivers) attitudes towards others reporting violence to authorities

An analysis of data by respondents’ practices in reporting violent behaviour, shows that parents/caregivers who themselves have reported violence are more likely (61%) to believe that their peers would understand reporting violence as the right of every parent, compared to 53% of those who did not report violence. On the other hand, parents/caregivers who did not report violence when witnessed are more likely (25%) to think that their peers would ignore it as a parents own matter, compared to 12% of parents/caregivers who reported violence (*please see Table 43*).

<table>
<thead>
<tr>
<th>Responses related to peers’ views on reporting violence to authorities</th>
<th>What surveyed parents/caregivers do (reporting violence)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(E10 Did you report you saw a child experiencing violent behaviour in the community?)</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Would understand it as a right of every parent</td>
<td><strong>60.6</strong></td>
</tr>
<tr>
<td>Would condemn it as inappropriate way</td>
<td><strong>21.2</strong></td>
</tr>
<tr>
<td>Would ignore it as it is that parent’s own matter</td>
<td><strong>12.1</strong></td>
</tr>
<tr>
<td>Don’t know/ Refuses to answer</td>
<td><strong>6.1</strong></td>
</tr>
</tbody>
</table>

Table 43 - Cross-tabulation of reporting seeing a child experiencing violence (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers’ views on reporting violence to authorities
3.6.8. Respondents’ views on their peers’ (i.e. other parents/caregivers) expectations of how “they” as a parent should discipline their child

Respondents have mixed views on their peers attitude towards the way parents respond in situations when their child misbehaves – 36% of respondents believe their peers expect the parent to stop the activity and talk to the child to discuss his/her behaviour, 26% expect parents to immediately intervene and punish the child and 18% believe their peers expect parents to threaten the child with physical punishment (please see Chart 47).

![Chart 47 - Respondents' views on their peers (i.e. other parents/caregivers) expectations of how “they” as a parent should discipline their child](image)

An analysis of data by respondents’ child discipline practices (please see Table 44), shows that parents/caregivers who only use positive and non-violent practices (at least one and never violent method) are more likely (51%) to believe that their peers would expect them to stop the activity and talk to their child when they misbehave, compared to 35% of those used at least one violent discipline method. On the other hand, parents/caregivers who used at least one violent discipline method are more likely to think their peers expect them to immediately intervene and punish the child (27%), than parents who only used positive and non-violent practices (at least one and never violent method) (22%); and more likely to think their peers expect them to physically punish the child (12%); than parents who only used positive and non-violent practices (at least one and never violent method) (7%). Also, those who used at least one violent method are more likely to think their peers expect them to threaten the child with physical punishment (19%); compared to parents who only used positive and non-violent practices (at least one and never violent method) (15%).

![Table 44 - Cross-tabulation of child discipline practices (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers’ views on how parents should respond when their child misbehaves](image)
3.6.9. Respondents’ views on how society (i.e. other people) perceive parents who do not use physical punishment

The data shows that respondents believe that overall society (i.e. other people) does not condone the use of physical punishment. Only 16% of respondents noted that people believe that a parent who does not use physical punishment is “strong”. The data shows that respondents are more likely to believe that society (i.e. other people) would perceive parents who do not use violence as being negligent (27%), non-caring (25%) or weak (23%) (please see Chart 48).

![Chart 48 - Respondents’ views on how society (i.e. other people) perceive parents who do not use physical punishment](chart)

3.7 CONDITIONAL PREFERENCES

The last section of the survey questionnaire was designed to explore whether preferences to conforming to the rule are conditional on empirical expectations (what surveyed parents/caregivers think other people do) and normative expectations (what surveyed parents/caregivers think other people expect them to do).

3.7.1. Respondents’ views on why violent discipline practices are prevalent in the country

The survey results outlined in Chart 49 show that according to respondents the top three (3) main reasons why physical punishment, such as spanking on the bottom or slapping a child, is so prevalent in the country are the following:

1) Norms (tradition/inherited behaviour/mentality; accepted as normal behaviour/way of upbringing/child disciplining; habit; showing authority/powers; it is expected from them; old-fashioned way of upbringing children) – 24%);
2) Motivation - Attitudes, Beliefs (effective/efficient method/child would not misbehave again; children are spoiled and sometimes deserve it/It’s inevitable; when talking and explaining have no effects; right way; disciplining measure without consequences) – 15%);
3) Ability to act (parents are nervous and tired; stressful life; lack of time/patience for children; reflex/easiest reaction/response to child’s misbehaviour; lack of law/law enforcement; bad living conditions/poverty/unemployment) – 14%.

A smaller percentage (13%) of the respondents see the reason for physical violence lies in information - knowledge of parents, i.e. lack of it.
Interestingly, the largest number (35%) of the respondents could not identify a reason for why physical punishment remains a prevalent practice in the country.

An analysis of data by respondent’s child discipline practices, shows that parents/caregivers who only use positive and non-violent practices (at least one and never violent method) are more likely to believe that ability to act (26%) and knowledge (23%) are the reasons why violent discipline persists, compared to parents/caregivers who have used at least one violent discipline method – ability to act (12%) and knowledge (12%). On the other hand, parents and caregivers who have used at least one violent discipline method are slightly more like to associate violent discipline prevalence with norms (25%) and motivations (16%), compared to parents/caregivers who only use positive and non-violent practices (at least one and never violent method) - norms (22%) and motivations (10), (please see Table 45).

<table>
<thead>
<tr>
<th>Responses on why violent discipline practices remains prevalent</th>
<th>What surveyed parents/caregivers do (discipline methods used)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used only positive and non-violent (at least one) and never violent method</td>
</tr>
<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Norms</td>
<td>21.9</td>
</tr>
<tr>
<td>Information - Knowledge</td>
<td>22.9</td>
</tr>
<tr>
<td>Motivation - Attitudes, Beliefs</td>
<td>10.4</td>
</tr>
<tr>
<td>Ability to act</td>
<td>26.0</td>
</tr>
<tr>
<td>Other</td>
<td>6.3</td>
</tr>
<tr>
<td>Don’t know/Refuses to answer</td>
<td>22.9</td>
</tr>
</tbody>
</table>

Table 45 - Cross-tabulation of child discipline practices (what parents/caregivers do) and responses on why the violent discipline practices, such as spanking on the bottom or slapping a child, remains prevalent
3.7.2. Respondents’ views on what is required to ensure more parents use positive discipline practices

As for what is needed to ensure more parents in the country use alternative positive disciplining practices, 16% of the respondents mentioned counselling/psychosocial support, more education (15%), but also better financial situation (7%), educational courses/workshops (6%), TV programs/shows (6%) and similar (for other answers, please see Chart 50). There are 7% who think that most parents have skills and don’t need any help.

<table>
<thead>
<tr>
<th>H02 In your opinion, what is needed to ensure more parents in the country use alternative positive disciplining practices?</th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling/Psychosocial support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15.9</td>
</tr>
<tr>
<td>More education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14.6</td>
</tr>
<tr>
<td>Most parents have skills/No need for help</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.3</td>
</tr>
<tr>
<td>Better financial situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.0</td>
</tr>
<tr>
<td>Organization of courses/workshops on education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>Educational TV programs/shows</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>More attention/time with children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>To read books about education of children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.4</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.9</td>
</tr>
<tr>
<td>Don’t know/Refuses to answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37.6</td>
</tr>
</tbody>
</table>

Chart 50 - Respondents’ views on what is required to ensure more parents use positive discipline practices
4  METHODOLOGY

The methodology that was used for administering the questionnaire were **face-to-face interviews**, by **CAPI (Computer Assisted Personal Interview)** technique of data collection.

The following are the key aspects of face-to-face methodology of interviewing and data collection:

- It enables longer and more complex interviewing process as well as the use of supporting materials (e.g. photos, product samples, and similar) and additional explanations/clarifications, if necessary.
- It minimizes possibility of misunderstanding or wrong interpretation of questions/needed answers.
- It is conducted by already experienced interviewers who have all the characteristics, both personal and professional, to collect highly accurate data.
- Interviewers’ work is constantly monitored and controlled at several levels, which results in high data collection quality.
- A whole team of people working on the project, such as fieldwork supervisors, programmers, logical, telephone and field control, also guarantee high quality of data.
- It can be conducted in households, respondent’s place of work, on the street, at the central location, and at other locations.

As part of the quantitative research, GfK Skopje undertook the following activities:

- Questionnaires design and translation
- Sample design
- Programming of questionnaire into CAPI software
- Questionnaire pre-testing
- Training of interviewers
- Ensuring good response rate
- Data collection and fieldwork supervision
- Logical control of data, analysis and reporting.

**Sample Design - A survey of households with children aged 2-14 years**

As there is no available official statistical data on parents with children of certain age groups, the base for estimated population is the official statistics on live birth published by the State Statistical Office “live, births, deaths and migration by urban and rural areas and by regions”.

A strict random probability sample, representative of the universe to be covered, was drawn. This means that each member of the statistical population has a known, non-zero probability of inclusion in the sample.

For this survey target group, GfK Skopje designed a national representative sample by using a stratified multistage sampling where a number of sampling points was drawn with the probability proportional to estimated population size (for a total coverage of the country).

Stratified multistage sampling was constructed by taking a series of simple random samples in stages. This type of sampling is often more practical than simple random sampling for studies requiring “on location” analysis, such as door-to-door or face-to-face surveys.
Previous sample design and data analysis experience in many countries has pointed to sharp differences in the distribution of population characteristics across administrative regions and across urban and rural areas of each country. This is one of the reasons why explicit strata are generally based on administrative regions and urban rural areas within administrative regions. For purposes of this study GfK Skopje used 8 statistical regions (NUTS 3): Skopje, Vardar, East, Southeast, Pelagonia, Southwest, Polog and Northeast. Furthermore, each region was stratified by the level of urbanization i.e. urban and rural strata.

The number of primary sampling units (PSU) in each of the 16 strata (regions and urban/rural level) was proportional to the size of the estimated strata population. PSUs are often small geographical area units within strata. For the purposes of this study, the electoral wards were used as primary sampling units. Electoral units could serve as good sampling units since they have clearly identifiable boundaries, have the measure of size and are large in number.

The database contains a list of electoral wards (PSUs) in the country (in total 3,480 electoral wards) by region and urbanization level. From the database of electoral wards 80 sampling points were randomly selected proportional to estimated size of the electoral wards. Thus, in this step, large electoral wards might be selected twice or more frequently. In the second step a fixed number of households per sampled PSU were selected.

**Listing of Households**

Once the sample selection of PSUs was completed a procedure was carried out to list all households with children aged 2-14 years old in each selected PSU. To ensure an equitable distribution of sampled households within PSUs, very large PSUs were partitioned of reasonably sub-units, one of which was randomly selected for household listing (i.e. in large urban PSU randomly one street belonging to that electoral ward is selected).

**Sampling Frame**

The number of such addresses per sampling point was 20 addresses or in total 1,600 addresses to be enumerated, which constructed the sampling frame for the study. The enumeration of the addresses was undertaken by a person different than the person who actually conducted interviews in the later stage. Enumeration was carried out before the launch of fieldwork.

**Sample Size**

For each sampling point the number of issued addresses was 20. Based on previous GfK Skopje experience expected response rate (50%), the average cluster size was expected to be around 10, therefore providing a sample size of around completed 800 interviews. The distribution of interviews per region and place of living (urban/rural) was proportional and based on the figures on the estimated target population.

**Boost interviews – respondents from Roma ethnic group**

Taking into account the low incidence or Roma population and expected number of respondents of this ethnic group in the main sample, on one side, and particular interest of the subject among this vulnerable group, in addition to the main sample of 800 interviews, the Roma ethnic group with additional 50 interviews were part of boost interviews. In the analysis these interviews were weighted to reflect the actual proportion of Roma ethnic group into total population.

**Selection of Respondent in the Household**
The identified primary child care taker in the household was the main target respondent. In addition, some of the households might have been eligible for the survey through having more than one child at the required age (2-14). If such a case, one of the children was selected randomly to serve as relevant regarding the survey and as a basis for providing the answers by following the FIRST BIRTHDAY rule out of all children at the required age.
4.1 Demography - Sample Structure

The following is a sample structure of the respondents for both main (n=800) and boost sample (n=50) interviewed during this survey, shown in percentages.

<table>
<thead>
<tr>
<th>Region</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Vardar</td>
<td>8.4</td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>10.3</td>
<td>20.0</td>
</tr>
<tr>
<td>Southwest</td>
<td>10.3</td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td>8.8</td>
<td>20.0</td>
</tr>
<tr>
<td>Pelagonia</td>
<td>12.9</td>
<td></td>
</tr>
<tr>
<td>Polog</td>
<td>12.3</td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>Skopje</td>
<td>29.0</td>
<td>60.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relation to a child</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Parent</td>
<td>87.6</td>
<td>90.0</td>
</tr>
<tr>
<td>Grandparent</td>
<td>10.5</td>
<td>8.0</td>
</tr>
<tr>
<td>Sibling</td>
<td>1.1</td>
<td>2.0</td>
</tr>
<tr>
<td>Relative</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>Nanny</td>
<td>0.6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Less than 24 years</td>
<td>2.1</td>
<td>12.0</td>
</tr>
<tr>
<td>25-34 years</td>
<td>36.0</td>
<td>60.0</td>
</tr>
<tr>
<td>35-44 years</td>
<td>46.1</td>
<td>20.0</td>
</tr>
<tr>
<td>45-54 years</td>
<td>7.3</td>
<td>6.0</td>
</tr>
<tr>
<td>Over 55 years</td>
<td>8.3</td>
<td>2.0</td>
</tr>
<tr>
<td>I prefer not to answer</td>
<td>0.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>19.9</td>
<td>22.0</td>
</tr>
<tr>
<td>Female</td>
<td>80.1</td>
<td>78.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Macedonian</td>
<td>74.4</td>
<td></td>
</tr>
<tr>
<td>Albanian</td>
<td>21.4</td>
<td></td>
</tr>
<tr>
<td>Roma</td>
<td>1.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Other</td>
<td>2.8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Place of living</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Urban</td>
<td>62.1</td>
<td>88.0</td>
</tr>
<tr>
<td>Rural</td>
<td>37.9</td>
<td>12.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>No formal schooling</td>
<td>0.5</td>
<td>8.0</td>
</tr>
<tr>
<td>Less than primary school</td>
<td>0.4</td>
<td>22.0</td>
</tr>
<tr>
<td>Primary school completed</td>
<td>8.0</td>
<td>24.0</td>
</tr>
<tr>
<td>Secondary/High school completed</td>
<td>51.9</td>
<td>36.0</td>
</tr>
<tr>
<td>College/University completed</td>
<td>35.3</td>
<td>6.0</td>
</tr>
<tr>
<td>Post graduate degree</td>
<td>3.8</td>
<td>2.0</td>
</tr>
<tr>
<td>Refuses to answer</td>
<td>0.3</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working status</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Employed</td>
<td>58.0</td>
<td>26.0</td>
</tr>
<tr>
<td>Employed part- time</td>
<td>4.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Non-paid</td>
<td>1.1</td>
<td>2.0</td>
</tr>
<tr>
<td>Student</td>
<td>0.8</td>
<td>2.0</td>
</tr>
<tr>
<td>Retired</td>
<td>4.9</td>
<td>50.0</td>
</tr>
<tr>
<td>Unemployed (able to work)</td>
<td>29.6</td>
<td>6.0</td>
</tr>
<tr>
<td>Unemployed (unable to work)</td>
<td>1.3</td>
<td>26.0</td>
</tr>
<tr>
<td>Refuses to answer</td>
<td>0.4</td>
<td></td>
</tr>
</tbody>
</table>
In relation to non-income related questions, i.e. the Family Affluence Scale (FAS) that was mentioned before in the Report, and used as indicator of socio-economic status, the following is a sample structure of both main and boost sample survey respondents’ segmented into 1) low, 2) medium and 3) high affluence households.

<table>
<thead>
<tr>
<th>Average household monthly income</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 6.000 MKD</td>
<td>0.1</td>
<td>2.0</td>
</tr>
<tr>
<td>6.001 to 12.000 MKD</td>
<td>3.3</td>
<td>6.0</td>
</tr>
<tr>
<td>12.001 to 18.000 MKD</td>
<td>7.1</td>
<td>8.0</td>
</tr>
<tr>
<td>18.001 to 24.000 MKD</td>
<td>12.1</td>
<td>18.0</td>
</tr>
<tr>
<td>24.001 to 30.000 MKD</td>
<td>15.8</td>
<td>4.0</td>
</tr>
<tr>
<td>30.001 to 36.000 MKD</td>
<td>13.5</td>
<td>4.0</td>
</tr>
<tr>
<td>36.001 to 42.000 MKD</td>
<td>14.5</td>
<td>2.0</td>
</tr>
<tr>
<td>More than 42.001 MKD</td>
<td>22.4</td>
<td>6.0</td>
</tr>
<tr>
<td>Do not know/no answer</td>
<td>11.3</td>
<td>50.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAS segments</th>
<th>Main Sample</th>
<th>Boost Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>71.0</td>
<td>78.0</td>
</tr>
<tr>
<td>Medium</td>
<td>24.8</td>
<td>16.0</td>
</tr>
<tr>
<td>High</td>
<td>4.3</td>
<td>6.0</td>
</tr>
</tbody>
</table>
5  Annexes

5.1  Annex 1 - Questionnaire
Master Questionnaire – FINAL
KAP Survey towards Use of Violent Form of Child Discipline
(Component 1 - Households with children aged 2 – 14 years)
2016.070

(Basic survey information): This Survey is aimed at obtaining information on families’ knowledge, attitudes and practices towards violence against children. More specifically, the survey is designed to explore aspects related to:

- Knowledge: how people understand and define violent and alternative positive child discipline methods;
- Attitudes: the extent to which people approve of different child discipline practices, in what circumstances they are find them acceptable;
- Beliefs: how people understand the effects and consequences of violence and positive child discipline practices, in what circumstances they use the methods and why; what the relative advantage would be of adopting positive parenting practices vs violent methods;
- Child disciplining practices and child abuse: the extent and types of practices used in disciplining children; the preference to use certain form of discipline depending on circumstances, age of the child, sex (parent’s and child’s sex);
- Empirical and normative expectations: the extent to which social norms influence attitudes and practices towards child discipline; what respondents think other parents in their community do to discipline their children; what respondents think other people (parents; family members; other community members etc.) expect them to do in certain circumstances (the child misbehaves);
- Conditional preferences: diagnosing whether preferences to conforming to the rule is conditional on empirical and normative expectations;
- Reference networks: who are the people in their community they refer to for advice, they trust, they listen when it comes to child upbringing/discipline.

The findings of the survey will be used to inform communication for development initiatives to address barriers that prevent parents from using alternative positive child discipline practices.

Length of interview: around 40 – 50 minutes
Start fieldwork: 18 November 2016
End fieldwork: 7 December 2016

I. SAMPLE VARIABLES

- Respondent number (unique) (label RESPID) [Q]
- Relation to child (label A01) [S]
- Age (label A05) [S]
- Gender (label A06) [S]
- Ethnicity (label A07) [S]
- Place of living (urban/rural) (label A08) [S]

II. QUOTA CHECK BASED ON SAMPLE VARIABLES

Total net: n=800 + n=50 (Roma boost interviews)

III. INTRODUCTION

Good morning/Good afternoon/Good evening. My name is………………….. and I work for GfK Skopje, an independent market research and public opinion polling agency. At the moment we are conducting a research about knowledge, attitudes and practices towards use of different forms of children upbringing among households with children aged 2-14 years old in the country. Do you have about around 40 min to spare to answer several questions? Your answers are very important to us. All the answers are anonymous and the data will be used for statistical analysis only. Can we begin with the questions?

IV. SCREENER

S01 [S]
Are there any children at the age of 2 to 14 years in your household?

1) Yes – Go to S02.
2) No – END - Thank you. We need other respondents’ profiles. Go to next household.

SCRIPTER: all respondents with answer 2 go to the end of the questionnaire (S01=2 – SCREENOUT)

Base: all respondents with answer 1) at S01
S02 [S]
Are you a parent/primary caregiver or someone who spends the most time with a child aged 2-14 years? (A primary caregiver may be a grandparent, foster parent or guardian who is the main person responsible for a child.)

1) Yes. – Go to A01.
2) No – INT. Ask to talk to or schedule an interview with a parent or primary caregiver or someone who spends the most time with a child aged 2-14 years. If not possible, end and go to next household.

There is only one answer possible.

V. MAIN QUESTIONNAIRE

A SECTION – SOCIO-DEMOGRAPHY – Part 1

Base: all respondents with answer 1) at S02
A01 [S]
What is your relation to the child/children aged 2-14?

1) Parent
2) Grandparent
3) Sibling
4) Relative
5) Nanny
6) Other (specify) [O] __________________________
7) Don’t know/Refuse to answer

There is only one answer possible.

Base: all respondents
A02 [S]
How many children at the age of 2 – 14 years live in your household?

1) 1 (one)
2) 2 (two)
3) 3 (three)
4) 4 (four)
5) Other (specify) [O] __________________________

There is only one answer possible.

Base: all respondents
A03 [S per row]
Can you please tell me the gender, exact birthday of each child aged 2-14 years living in your household? We would also appreciate if you tell us whether any of them have any disability. Please begin from the youngest to the oldest child.
**A03.1 Child’s gender**

<table>
<thead>
<tr>
<th>1) Male</th>
<th>2) Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 1</td>
<td>2</td>
</tr>
<tr>
<td>2) 1</td>
<td>2</td>
</tr>
<tr>
<td>3) 1</td>
<td>2</td>
</tr>
<tr>
<td>4) 1</td>
<td>2</td>
</tr>
<tr>
<td>5) 1</td>
<td>2</td>
</tr>
<tr>
<td>6) 1</td>
<td>2</td>
</tr>
<tr>
<td>7) 1</td>
<td>2</td>
</tr>
<tr>
<td>8) 1</td>
<td>2</td>
</tr>
</tbody>
</table>

**A03.2 Child’s birthday**

| 1) 1 | 2 | 1 | 2 |
| 2) 1 | 2 | 1 | 2 |
| 3) 1 | 2 | 1 | 2 |
| 4) 1 | 2 | 1 | 2 |
| 5) 1 | 2 | 1 | 2 |
| 6) 1 | 2 | 1 | 2 |
| 7) 1 | 2 | 1 | 2 |
| 8) 1 | 2 | 1 | 2 |

**A03.3 Does this child have any disability?**

<table>
<thead>
<tr>
<th>1) Yes</th>
<th>2) No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Base:** all respondents with answer 1) Yes at A03.3

**A04 [S]**

Can you tell me the condition that your child with disability has?

1) Blind or with sight impairment
2) Deaf or with hearing impairment
3) Down Syndrome
4) Autism
5) Physical disability
6) Intellectual disability
7) Other (specify) [O] _________________
8) Refuses to answer

There is only one answer possible.

**B SECTION - KNOWLEDGE**

**Base:** all respondents

**B01 [O]**

Based on your understanding, what constitutes/what is violence against children?

(specify)__________________________________________________________________________

INT. Write down the respondent's answer in full

**Base:** all respondents

**B02 [S per row]**

I am going to read you a list of different situations; by using a scale from 1 to 5, whereas 1 means “totally disagree” and 5 means “totally agree”, can you tell me to what degree do you agree if the given situations are forms of violence against children?

**SCRIPTER:** Rotate statements

<table>
<thead>
<tr>
<th>Situations</th>
<th>1) Totally disagree</th>
<th>2) Disagree</th>
<th>3) Neither agree, nor disagree</th>
<th>4) Agree</th>
<th>5) Totally agree</th>
<th>6) Don’t know/Ref uses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Beating a child with hand, belt, stick or other hard object</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2) Spanking a child’s rear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3) Slapping a child’s face, head or ear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4) Slapping a child on the arm or leg</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5) Pulling a child’s ear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Situations</td>
<td>1) Totally disagree</td>
<td>2) Disagree</td>
<td>3) Neither agree, nor disagree</td>
<td>4) Agree</td>
<td>5) Totally agree</td>
<td>6) Don’t know/Ref uses to answer</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>-------------------------------</td>
<td>----------</td>
<td>-----------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>6) Yelling or screaming at a child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7) Threatening to leave or abandon a child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8) Taking away a child’s privileges to teach them a lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9) Calling a child stupid, lazy and similar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10) Praising a child for good behaviour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11) Sexual abuse of a child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12) Shaking a child with hands</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

INT. Read each statement separately together with scale

**There is only one answer per row possible.**

**Base: all respondents**

**B03 [M]**

**Based on your knowledge, what, if any, are the good and/or bad aspects of using physical punishment?**

1) Makes the child stop the unwanted behaviour
2) The child will never repeat the unwanted behaviour
3) The child learns the good and the bad
4) Produces only short-term effect
5) Immediate physical health problems, such as such injuries, bruises and fractures.
6) Long term physical health problems, such as changes in the development of brain and long term physical impairments.
7) Difficulties in dealing with other people
8) Learning problems – worse results in performance at school.
9) Finding it hard to express feelings in a way that other people can understand.
10) Emotional health problems including anxiety, depression, aggression or even wanting to kill him or herself.
11) Being more likely to do dangerous things like using drugs or having sex at a very young age.
12) Children who experience violence accept this as normal and mirror the same behaviour.
13) Other (specify) [O] ____________________________
14) Don’t know/Refuses to answer

**INT. Do not read the answers**

**Multiple answers are possible**

**Base: all respondents**

**B04 [M]**

**Based on your knowledge, what, if any, are the good and/or bad aspects of using psychological punishment?**

1) Makes the child stop the unwanted behaviour
2) The child will never repeat the unwanted behaviour
3) The child learns the good and the bad
4) Produces only short-term effect
5) Difficulties in dealing with other people
6) Learning problems – worse results in performance at school.
7) Finding it hard to express feelings in a way that other people can understand.
8) Emotional health problems including anxiety, depression, aggression or even wanting to kill him or herself.
9) Being more likely to do dangerous things like using drugs or having sex at a very young age.
10) Children who experience violence accept this as normal and mirror the same behaviour.
11) Children who are constantly picked on, teased, bullied, ridiculed, and humiliated at home or at school, often feel rejected, persecuted, unworthy or lack confidence.
12) Other (specify) [O] ____________________________
13) Don’t know/Refuses to answer

INT. Do not read the answers

Multiple answers are possible.

Base: all respondents
B05 [S]
Based on your knowledge, does the country have a law that prohibits physical punishment of children of any age and in all settings (school, home, and other institutions)?

1) Yes, I know there is such a law
2) Yes, I assume there is such a law
3) No, I don’t know there is such a law
4) No, I assume there is no such a law
5) Don’t know/ Refuses to answer

INT. Read the answers

There is only one answer possible.

Base: all respondents
B06 [S]
Based on your knowledge, does the country have a law that obliges people to report a case of violence against children?

1) Yes, I know there is such a law
2) Yes, I assume there is such a law
3) No, I don’t think there is such a law
4) No, I assume there is no such a law
5) Don’t know/ Refuses to answer

INT. Read the answers

There is only one answer possible.

Base: all respondents
B07 [S]
Based on your knowledge, can a child in the country report violence?

1) Yes (to whom - specify) [O] ____________________________
2) No
3) Don’t know/ Refuses to answer

There is only one answer possible.

Base: all respondents
B08 [M]
Based on your knowledge, which institution/s in the country should violence against children be reported to?

1) Police
2) Doctors
3) NGOs
4) Social workers
5) Teachers
6) Community
7) Family and friends
8) Other (specify) [O] ____________________________
9) Don’t know/Refuses to answer

INT. Do not read the answers

Multiple answers possible.

Base: all respondents

B09 [O]
Are you aware of any education programme or material intended for parents related to child discipline and/or parenting methods?

1) Yes, (specify) [O] __________________________________________
2) No
3) Don’t know/Refuses to answer

C SECTION – ATTITUDES

Base: all respondents
C01 [5 per statement]
Using a scale from 1 to 5, whereas 1 means “totally disagree” and 5 means “totally agree”, would you please specify to what extent do you agree with the following statements.

SCRIPTER: Rotate statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>1) Totally disagree</th>
<th>2) Disagree</th>
<th>3) Neither agree, nor disagree</th>
<th>4) Agree</th>
<th>5) Totally agree</th>
<th>6) Don’t know/ Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) A child should not talk back to an adult.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2) When I was a child, children were more disciplined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3) Slapping/spanking are effective methods of disciplining a child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4) Children can learn to behave without being spanked/slapped.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5) Parents who encourage their children to talk to them develop stronger self-esteem in child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6) Men and women should have equal responsibility for raising children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7) Hitting a girl is worse than slapping a boy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8) A parent has the right to discipline their child in any way they believe is right.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9) No one has the right to tell a parent how to raise the child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10) A parent who does not punish their child when they misbehave is not a good parent.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
INT. Read each statement separately together with scale

There is only one answer per row possible.

**Base: all respondents**

**C02 [S]**

In your opinion, what is the upbringing of children in the country like? Would you say that it is...

1) Strict
2) Lenient
3) Inconsistent
4) Don’t know/Refuses to answer

INT. Read the answers

There is only one answer possible.

**Base: all respondents**

**C03 [S]**

And what should it (the upbringing of children) be like in your opinion? It should be....

1) More strict
2) More lenient
3) More consistent
4) As it is now
5) Don’t know/Refuses to answer

INT. Read the answers

There is only one answer possible.

**D SECTION – BELIEFS**

**Base: all respondents**

**D01 [S per statement]**

Using a scale from 1 to 5, whereas 1 means “totally disagree” and 5 means “totally agree”, would you please specify to what extent do you agree with the following statements.

**SCRIPTER: Rotate statements**

<table>
<thead>
<tr>
<th>Statements</th>
<th>1) Totally disagree</th>
<th>2) Disagree</th>
<th>3) Neither agree nor disagree</th>
<th>4) Agree</th>
<th>5) Totally agree</th>
<th>6) Don’t know/Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I believe that when a child is beaten he/she will not repeat the unwanted behaviour.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2) Sexual abuse most frequently is done by someone who is familiar to the child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3) I believe that shouting/screaming makes the child more obedient.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4) I believe that children are affected when parents shout or argue in their presence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
**INT. Read each statement separately together with scale**

There is only one answer per row possible.

**D02 [O]**
In your opinion, what are the qualities of a good parent? Please specify up to 3 (three).

1) 1st quality (specify) ____________________________________________________________________
2) 2nd quality (specify) ____________________________________________________________________
3) 3rd quality (specify) ____________________________________________________________________
4) Don’t know/Refuses to answer

**INT. Write down respondent’s answer in full**
Up to 3 answers are possible.

**D03 [O]**
What about qualities of a good child? What makes a child a good child? Please specify up to 3 (three) such qualities.

1) 1st quality (specify) ____________________________________________________________________
2) 2nd quality (specify) ____________________________________________________________________
3) 3rd quality (specify) ____________________________________________________________________
4) Don’t know/Refuses to answer

**INT. Write down respondent’s answer in full**
Up to 3 answers are possible.

**D04 [S per situation]**
Sometimes parents can be upset, annoyed or irritated by things that his/her children do. In your opinion, is a parent justified to hit his/her child in the following situations:

**SCRIPTER: Rotate situations**

<table>
<thead>
<tr>
<th>Statements</th>
<th>1) Totally disagree</th>
<th>2) Disagree</th>
<th>3) Neither agree nor disagree</th>
<th>4) Agree</th>
<th>5) Totally agree</th>
<th>6) Don’t know/Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5) If you do not spank the child, he/she will grow spoiled.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6) Psychological punishment of the children, although sometimes cruel, is always for the child’s good.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7) Physical punishment of the child is not good, but is sometimes inevitable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

---

**Notes:**
- **D02 [O]**
- **D03 [O]**
- **D04 [S per situation]**

**Base:** all respondents

*77*
INT. Read each situation separately together with possible answers

There is only one answer per row possible

Base: All respondents with answer 1) Yes at D04

D05 [S]
In situations in which you think it is justified to hit a child, would you allow any other adult to do the same?

1) Yes
2) No
3) Don’t know / Refuses to answer

There is only one answer possible

Base: All respondents with answer 1) Yes at D05

D06 [M]
Whom would you allow to hit your child?

1) To an adult from my family (e.g. spouse, uncle, aunt, grandparent, older child’s brother/sister)
2) To an adult from my community (e.g. neighbour, teacher, policeman)
3) Don’t know / Refuses to answer

INT. Read the answers

Multiple answers possible

E SECTION – CHILD DISCIPLINING PRACTICES AND CHILD ABUSE

Base: All respondents

TABLE 1: Parents will be asked to answer the following questions as they relate to one specific child; if they have more than one child they will use the table to select the child

- Use table with the eligible children (2-14 years) records taken at A03
- The child with the FIRST NEXT BIRTHDAY is going to be the subject of the questions you will be asking in this section.

<table>
<thead>
<tr>
<th>Situations</th>
<th>1) Yes</th>
<th>2) No</th>
<th>3) Don’t know/Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) The child is engaging in sexual activity at a young age</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4) The child skips school/doesn’t go to classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5) The child broke something (glass/plate)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6) The child steals property</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7) The child has bad grades at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8) The child has hit or beaten another child</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9) The child talks back to parents or other adults they should respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Adults exercise certain ways to teach children to proper behaviour or to approach a behavioural problem. I will read you some methods that are used and I would like you to tell me if you or any other person in your household has ever used this method with [SCRIPTER: Child with first next birthday: Your X year old son/daughter] in the last month. Please answer by using a scale from 1 to 3, whereas 1 means “never” and 3 means “frequently”.

1) Positive parenting practices (Methods No. 2, 4, 6)
2) Non-violent discipline practices (Methods No. 1,3 5)
3) Psychological aggression (Methods No. 7, 8)
4) Minor physical punishment (Methods No. 9, 10, 12, 13)
5) Severe physical punishment (Methods No. 11, 14).

SCRIPTER: Rotate methods

<table>
<thead>
<tr>
<th>Method</th>
<th>1) Never</th>
<th>2) Sometimes</th>
<th>3) Frequently</th>
<th>4) Don’t know/ Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Child was ignored when his/her behaviour was incorrect/bad.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2) Explained why his/her behaviour was incorrect.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3) Child was sent to his/her room, or to the corner or to sit somewhere alone.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4) Praised the child about his/her good behaviour.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5) Things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6) Child was given to do something else.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7) Warned the child with a treat that he/she would be punished</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8) Yelled or screamed at the child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9) Hit or spanked him/her on the bottom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10) Hit or spanked him/her on the hand, arm or leg</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11) Hit him/her on the face, head or ears</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12) Twisted his/her ear or pulled his/her hair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13) Shook him/her with hands</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14) Beaten, i.e. hit him/her over and over as hard as one could</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

INT. Read each method separately together with possible answers

There is only one answer possible per statement.

Base: all respondents with answer 2) or 3) at all statements 7 – 14 at E01

You’ve said that you or some other person in your household used some of the methods to teach a child to proper behaviour or as an approach to address a behavioural problem that I just read to you. What was the reason for using those methods for disciplining your child?

(specify)
**INT. Write down the respondent’s answer in full**

**Base: all respondents**

E03 [S per statement]

*I am going to read you some things that parents say to their children. Using a scale from 1 to 3, whereas 1 means “never” and 5 means “frequently”, would you please specify whether in the past month you or any other person in your household have used these expressions with [X year old son/daughter]?*

**SCRIPTER: Rotate methods**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1) Never</th>
<th>2) Sometimes</th>
<th>3) Frequently</th>
<th>4) Don’t know/Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Hurry up; be quiet; stop; answer me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2) Don’t touch that it’s dangerous</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3) How many times do I have to tell you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4) Don’t’ cry; Don’t laugh; Don’t shout!</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5) You should be ashamed of yourself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6) Look how good he/she does it compared to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7) You are stupid! You are lazy!</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8) Bravo! You did that great! You are smart! (INT. Read these as a praise)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9) You unmannerly child/where are your manners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INT. Read each statement separately together with possible answers**

*There is only one answer possible per statement.*

**Base: all respondents with answer 2) or 3) at E01**

E04 [M]

*Which of the following methods of child disciplining have you found to be most successful in changing your child’s behaviour/stopping misbehaviour? Please choose up to 3 (three).*

**SCRIPTER: show ONLY statements with answers 2) or 3) at E01**

**INT. Read each method separately**

*Up to 3 answers are possible*

**Base: all respondents**

E05 [S per statement]

*Now, I am going to ask you about whether your child has witnessed different situations. Using a scale from 1 to 3, whereas 1 means “never” and 3 means “frequently”, would you please tell me has this situation ever happened to your child?*

**WITNESSING VIOLENCE**

**SCRIPTER: Rotate situations**

<table>
<thead>
<tr>
<th>Situation</th>
<th>1) Never</th>
<th>2) Sometimes</th>
<th>3) Frequently</th>
<th>4) Don’t know/Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) In the past month, your child has witnessed an adult family member being slapped, kicked, punched or beaten up by other adult in the home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2) In the past month, your child has witnessed a friend, schoolmate being slapped, kicked, punched or beaten up by an adult at school/kindergarten/any other place.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
INT. Read each situation separately together with possible answers

There is only one answer possible per statement.

**Base:** all respondents

**E06 [S]**

Now I would like to ask you about your experiences while you were raised as a child. Have you experienced any corporal punishment by your parents?

1) Yes
2) No
3) Don’t know/ Refuses to answer

There is only one answer possible.

SCRIPTER: If answer 2) or 3), skip to E09

**Base:** all respondents with answer 1) at E06

**E07 [S]**

In your opinion, did your parents have the right to physically discipline you?

1) Yes
2) No
3) Don’t know/ Refuses to answer

There is only one answer possible.

**Base:** all respondents with answer 1) at E06

**E08 [O]**

How did the fact that your parents physically disciplined you affect/impact your development, self-esteem etc.? (specify) [O]

____________________________________________________

____________________________________________________

____________________________________________________

INT. Write down the respondent’s answer in full

**Base:** all respondents

**E09 [S]**

Have you seen a child experiencing violent behaviour in the community?

1) Yes
2) No
3) Don’t know/ Refuses to answer

There is only one answer possible.

**Base:** all respondents with answer 1) at E09

**E10 [S]**

Did you report you saw a child experiencing violent behaviour in the community?

1) Yes
2) No. Why? (specify) [O] ________________________________________________________________
3) Don’t know/Refuses to answer
There is only one answer possible.

F SECTION – EMPIRICAL EXPECTATIONS

Base: all respondents
F01 [S per practice]
Based on your knowledge, does the majority of parents/caregivers in the country use the following practices in disciplining their children, i.e. how many out of 10 parents/caregivers would you say use the following practices in disciplining their children?

SCRIPTER: Rotate practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>1) Number of people out of 10</th>
<th>2) Don’t know/ Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Spank the child on the bottom, hit or slap them on the face or other body.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>2</td>
</tr>
<tr>
<td>2) Beat the child over and over as hard as one can; beat the child with a belt, stick or hard object</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>2</td>
</tr>
<tr>
<td>3) Yell or scream at a child, call the child insulting names</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>2</td>
</tr>
<tr>
<td>4) Only use positive child disciplinary methods (i.e. always talk to their child to explain what they have done wrong, gives the child something else to do when they sense they will be misbehaving etc.)</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>2</td>
</tr>
</tbody>
</table>

INT. Read each practice separately
There is only one answer possible separately.

Base: all respondents
F02 [S per statement]
Based on your knowledge, does the majority of adults in the country respond to witnessing a parent physically punishing their child in the following ways, i.e. how many out of 10 adults would you say do the following?

SCRIPTER: Rotate practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>1) Number of people out of 10</th>
<th>2) Don’t know/ Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Intervene when witnessing another parent/adult physically disciplining the child, to stop them</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>2</td>
</tr>
<tr>
<td>2) Call authorities (police, social assistant etc.) to report a case of violent discipline, witnessed in their neighbourhood.</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td>2</td>
</tr>
</tbody>
</table>

INT. Read each practice separately
There is only one answer possible separately.

G SECTION – NORMATIVE EXPECTATIONS

Base: all respondents
G01 [M - up to 3 answers]
When it comes to the practices of disciplining your child, who influences you the most?
1) Spouse/partner
2) Parents
3) In-laws
4) Neighbours
5) Friends
6) Colleagues at work
7) Community leaders
8) Religious authorities
9) Other (Please specify) _________________________
10) Don’t know/Refuses to answer

*Up to 3 answers possible*

**Base: all respondents**

**G02 [S per statement]**

In your opinion, what would be the attitude of the majority of parents in the country if they see another parent...


<table>
<thead>
<tr>
<th>Practice</th>
<th>1) Would understand it as a right of every parent</th>
<th>2) Would condemn it as inappropriate way</th>
<th>3) Would ignore it as it is that parent’s own matter</th>
<th>4) Don’t know/Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Spanking the child on the bottom, hitting or slapping them on the face or other body</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2) Beating the child over and over as hard as one can; beating the child with a belt, stick or hard object</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3) Yelling or screaming at a child, calling the child insulting names</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4) Strictly positive child disciplinary methods (i.e. never punish be it physical or psychological)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5) Intervening when witnessing another parent/adult physically disciplining the child, to stop them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6) Reporting violence to authorities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**INT. Read each practice separately together with possible answers**

There is a single answer possible per statement.

**Base: all respondents**

**G03 [S]**

Other parents/people in your community, when your child misbehaves, expect you to:

1) Immediately intervene and punish your child
2) Physically punish your child
3) Threaten your child with physical punishment
4) Neglect the child and continue with your own activity
5) Stop the activity and talk to your child to discuss about his/her behaviour
6) Other (specify) _________________________
7) Don’t know/Refuses to answer

**INT. Read the answers**

There is a single answer possible
Base: all respondents

G04 [S]

In the country, people believe that a parent who does not use physical punishment is:

1) Weak
2) Negligent
3) Strong
4) Non-caring
5) Other (specify) [O] ____________________________________________
6) Don’t know/Refuses to answer

INT. Read the answers

There is a single answer possible

H SECTION – CONDITIONAL PREFERENCES

Base: all respondents

HO1 [O]

There have been studies in the country on child discipline practices; they show that a majority of people in the country use physical punishment, such as spanking on the bottom or slapping a child, despite believing it is not necessary to raise a child effectively. Why do you think that this practice is so prevalent?

1) (specify) [O] ____________________________________________
2) Don’t know/Refuses to answer

INT. Write down the respondent’s answer in full

Base: all respondents

H02 [O]

In your opinion, what is needed to ensure more parents in the country use alternative positive disciplining practices? In other words, do you think parents have enough knowledge and skills to be good parents? What support would they need to become even better parents?

1) [O] ____________________________________________
2) Don’t know/Refuses to answer

INT. Write down the respondent’s answer in full

Base: all respondents

E11 [S per situation]

We have one last question, it is a sensitive one, so I would like to reassure you again that the responses you provided are anonymous and would be used only for general analysis. Would you please tell me has any of these situations ever happened to any child whose family you personally know. We are not interested in who that specific child is.

SEXUAL ABUSE

SCRIPTER: Rotate situations

<table>
<thead>
<tr>
<th>Situation</th>
<th>1) Yes</th>
<th>2) No</th>
<th>3) Don’t know/Refuses to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The child was touched in a sexual way by an adult.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2) The child was forced to have sexual intercourse with an adult.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3) The child has been forced to watch pornographic materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
INT. Read each situation separately together with possible answers

There is only one answer possible per statement.

**Base: all respondents with answer 1) at E11**

E12 [O]
Would you like to say something more?
(specify)____________________________________________________________________________________
____________________________________________________________________________________________
___________________________________________________________

Note: Interviewers may be instructed to provide information of potential assistance, if asked by respondent

**I SECTION – SOCIO-DEMOGRAPHY – Part 2**

**Base: all respondents**

A04 [S]
How old are you?

1) Less than 24 years
2) 25-34 years
3) 35-44 years
4) 45-54 years
5) Over 55 years
6) I prefer not to answer

There is only one answer possible.

**Base: all respondents**

A05 [S]
Respondents’ gender

1) Male
2) Female

There is only one answer possible.

**Base: all respondents**

A06 [S]
What is your ethnicity?

1) Macedonian
2) Albanian
3) Roma
4) Other, please specify [O] _______________________
5) Refuses to answer

There is only one answer possible.

**Base: all respondents**

A07 [S]
Place of living (urban/rural)

1) Urban
2) Rural

There is only one answer possible.
A08 [O]
Municipality _____________________________

INT. Write down the municipality.

A09 [S]
What is the highest level of education you have completed?

1) No formal schooling
2) Less than primary school
3) Primary school completed
4) Secondary/High school completed
5) College/University completed
6) Post graduate degree
7) Refuses to answer

There is only one answer possible.

A10 [S]
Which of the following best describes your main work status over the last 12 months?

1) Employed
2) Employed part-time
3) Non-paid
4) Student
5) Retired
6) Unemployed (able to work)
7) Unemployed (unable to work)
8) Refuses to answer

There is only one answer possible.

SCRIPTER: all respondents with answer 1) and 2) go to question A11, answers 3) to 8) go to question A12.

A11 [S]
What is your occupation?

1) Executive/administrative/management: Chief executives, officials, top-level administrators, general managers, supervisors, directors, etc.
2) Professionals/Talent Professionals: Professionals (Engineers, doctors, dentists, lawyers, scientists, teachers, marketing, marketing research, advertising, computer programmers, systems analysts, artists, writers, actors, musicians, registered nurses, therapists, athletes, etc.)
3) Owner of small or large retail store or business: Proprietors, business partners, shopkeepers
4) Large or medium farm owners or managers
5) Technicians, mid-level/minor administrative: Technicians, minor administrative, mid-level supervisor/managers (paralegals, lab technicians, licensed practical nurses, general office supervisors, etc.)
6) White collar, clerical [non-supervisory]: General office workers and clerks: secretaries, administrative assistants, receptionists, payroll clerks, bookkeepers, bank tellers, teacher’s aides, computer operators, office machine operators, hotel clerks, library clerks, etc.
7) Salesmen, salespeople, sales representatives
8) Skilled labour: Construction trades, electricians, carpenters, plumbers, skilled manual labourers, metal-machinery operators, artisans, craftsmen, precision production, mechanics and repairs, assemblers, inspectors, motor vehicle drivers such as chauffeurs, taxi drivers

9) Other labour: Construction labourers, farm workers, messengers, doormen, factory workers

10) Service and Protective workers: Policemen, detectives, firemen, guards, law enforcement officers, all military, child-care workers, hairdressers, waiters, waitresses, cooks, housekeepers, private household occupations, health aides, all other service workers

11) Small farm owners/managers

12) Other occupation, specify [O] _________________________________________________

13) No answer

There is only one answer possible.

Base: all respondents
A12 [S]

Does your household have a car, a van or a truck?

1) Yes, one
2) Yes, two or more
3) No
4) Don’t know/Refuses to answer

There is only one answer possible

Base: all respondents
A13 [S]

Does your child have his/her own room?

1) Yes
2) No
3) Don’t know/Refuses to answer

There is only one answer possible

Base: all respondents
A14 [S]

How many computers do you have in your household?

1) None
2) One
3) Two
4) More than two
5) Don’t know/Refuses to answer

There is only one answer possible

Base: all respondents
A15 [S]

Do you have a dishwasher in your household?

1) Yes
2) No
3) Don’t know/Refuses to answer

There is only one answer possible
A16 [S]  
How many bathrooms (room with bathtub/shower or both) do you have in your household?  
1) None  
2) One  
3) Two  
4) More than two  
5) Don’t know/Refuses to answer  

There is only one answer possible

A17 [S]  
How many times have you and your family travelled out of the country for a holiday/vacation in the past year?  
1) Not once  
2) Once  
3) Twice  
4) More than twice  
5) Don’t know/Refuses to answer  

There is only one answer possible

A18 [S]  
What is your average household monthly income?  
1) up to 6.000 MKD  
2) 6.001 to 12.000 MKD  
3) 12.001 to 18.000 MKD  
4) 18.001 to 24.000 MKD  
5) 24.001 to 30.000 MKD  
6) 30.001 to 36.000 MKD  
7) 36.001 to 42.000 MKD  
8) More than 42.001 MKD  
9) Do not know/no answer  

There is only one answer possible.

A19 [S]  
What is your civic status?  
1) Married  
2) Living as couple  
3) Divorced or separated  
4) Single  
5) Widowed  
6) Other, specify [O] ________________________  
7) Refuses to answer  

There is only one answer possible.
What was your age when your first child was born?

1) Age, specify [O] ______________
2) Refuses to answer

*There is only one answer possible.*

---

**Base: all respondents**

**A21 [S]**

Which of the following best describes who you are living with?

1) I live alone or only with my immediate family (i.e., spouse/partner and/or dependent children)
2) I live with my adult children
3) I live with my (or my spouse’s/partner’s) parents
4) I live with my (or my spouse’s/partner’s) extended family (e.g., siblings, cousins)
5) I live with roommate(s)
6) Other (specify) [O] ____________________________
7) Refuses to answer

*There is only one answer possible.*

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**SCREENOUT**

Thank you. We need other respondents’ profiles.

**END OF QUESTIONNAIRE**

Thank you very much for participating in the survey
5.2 Annex 2 - Introduction References


