

The Effects of Punishment in Child Education on the Emergence of Social Violence

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by

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AUTHOR DECLARATIONS

1. The material included in this thesis has not been submitted wholly or in part for any academic award or qualification other than that for which it is now submitted.

2. The program of advanced study of which this thesis is part has consisted of:

- i) Research Methods course during the undergraduate study
- ii) Examination of several theses guides of particular universities both in Turkey and abroad as well as nineteen professional books on this subject.

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ABSTRACT

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One of the most salient features of contemporary social life is "violence". Statistical studies on this subject reveals very clearly that punishment leads to the of social violence.

The use of violence as a problem solving method reflects itself in a cross-country wars, inter-communal conflicts, and fights between individuals. In addition to all these, all unrest in the world today including terror, is the result of people's effort to use "violence" as a problem-solving method. However, violence is not a problem-solving method.

The fundamental question here is should be the following: "Why are people using violence as a a problem solving method?" In order to respond to this question , individual who makes up the cells of social structure must be examined. That a person adopts severity as a problem-solving method in his adulthood is closely related to the way he has been brought up

Bireyleri şiddete götüren etkenler nelerdir? Şiddeti birey üzerinde bir yaşam tarzı haline getiren unsurlar nelerdir? Şiddet'in bir ön aşaması ceza mıdır? Eğer öyle ise, çocukluk dönemi eğitiminde kullanılan "ceza"lar şiddetin ilk hareketliliğini mi oluşturmaktadır?

What are the factors that lead individuals to violence? What are the elements that make severity a lifestyle? Is penalty a pre-stage of violence? If

so, do " punishments " being used in childhood education, form the first mobility of violence?

This thesis provides answers to these fundamental questions by drawing on the findings of the survey conducted with 50 families who applied to Psikomer Psychological Counseling Center in Florya, İstanbul for pedagogical support because of their children's tendency to aggression and violence.

Based on the findings of the survey, this thesis reveals that the use of punishment methods in child rearing constitutes a step by step social violence.

Key Words

Sociology of punishment, child education, child rearing, juvenile delinquency, social violence

KISA ÖZET

Günümüz sosyal yaşamının en belirgin özelliklerinden biri "şiddet"tir. Bu konuda yapılan istatistiki çalışmalar ceza ile eğitilen çocuklar bir süre sonra toplum içinde şiddete yöneldiğini ortaya koymaktadır.

Şiddet'in bir problem çözme yöntemi olarak kullanılması ülkeler arası savaşlar, toplumlar arası çatışmalar, bireyler arası kavga ve döğüşler olarak dışa yansımaktadır. Bütün bunlara ilaveten, terrör olayları da dahil olmak üzere, dünya üzerindeki birçok huzursuzluklar günümüz insanının "şiddeti" bir problem çözme yöntemi olarak kullanmasından kaynaklanmaktadır. Halbuki, şiddet bir problem çözme yöntemi değildir.

Buradaki temel soru ise şu olmalıdır; "insanlar neden şiddeti bir problem çözme yöntemi olarak kullanmaktadır?" Bu soruya cevap verebilmek için sosyal yapının hücrelerini oluşturan bireyi incelememiz de gerekir. Bir bireyin yetişkinlik döneminde şiddeti bir problem çözme yöntemi olarak benimsemiş olması o bireyin nasıl yetişmiş olması ile yakından ilgilidir.

Bireyleri şiddete götüren etkenler nelerdir? Şiddeti birey üzerinde bir yaşam tarzı haline getiren unsurlar nelerdir? Şiddet'in bir ön aşaması ceza mıdır? Eğer öyle ise, çocukluk dönemi eğitiminde kullanılan "ceza"lar şiddetin ilk hareketliliğini mi oluşturmaktadır?

Bu tez, çocuklarındaki saldırganlık ve şiddet eğilimlerinden dolayı Florya'daki Psikomer Psikolojik Danışmanlık Merkezi'ne başvuran 50 aile ile

yapılan survey alıřmasına dayanarak bu temel soruların cevabını vermeyi amalamaktadır.

alıřmanın bulguları dođrultusunda teziminiz temel argüman olarak çocuk eđitiminde ceza yöntemlerinin kullanılmasının adım adım toplumsal řiddeti oluřturduđunu ortaya koymaktadır.

Anahtar Kelimeler :

Ceza sosyolojisi, çocuk eđitimi, çocuk yetiřtirme, çocuk suçları, toplumsal řiddet

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CHAPTER 1.

SOCIOLOGICAL AND PSYCHOLOGICAL APPROACHES TO PUNISHMENT

1.1. Sociology of Punishment

The fight against crime and criminals is not a matter of modern societies only but the societies in any ages. The behaviors to be punished and the purpose of punishment are the crucial questions of the enlightenment period.

According to the sociology of Durkheim, "Society aims to make individual internalize moral value or at least comply with these values formally by using methods such as reward and punishment. (Durkheim, 1983)

Accordingly, penalty is imposed in case of violation of generally accepted social values. The purpose of punishment is to make individuals harmonize the society

In this case, the question to be answered is about the function of law. According to Durkheim, "law has punitive quality in mechanical solidary societies. However, law is compensatory rather than punitive in organic solidary societies.

Whether punishment has "compensatory" or "punitive" features, in both cases, it is individual's "suffering" that is targeted, and it is claimed that such a person will quit that behavior during the function of suffering

Foucault, who analyzes the historical process of punishment, states that period of Enlightenment came after the torture period that was based on the method of making individual turn aside his behavior through torment and physical punishments were replaced by mental penalties. Foucault summarizes penalty in the historical process as "the main attraction point of the criminal administration becomes criminal's mind not his body.

Because, pre- Enlightenment penalties were mostly physical and a person's being subject to "torture" was considered to be punishment. Accordingly, the first age of penalty that Foucault mentions is the period of torture. (Foucault, 1977)

It is a stage of social evolution to harmonize the behaviors that do not meet the social life through isolation from society in an institution of a prison.

In addition, according to Foucault, punishment is a technique for the suppression of individuals in the draft of the institution of prison (Foucault, 1977)

In other words, Punishment is the act of suppressing or eliminating behavior of the individual that cannot be accepted by society in the institution of prison through torture. However, it appears clearly that punishment, either in the form of violence or agonizing or giving on to generate the process of mental awareness, is insufficient to deterrence committing crime. It goes as follows in Foucauldian sociology; "... Then comes the Age of Enlightenment and its rational reformism get on stage. Besides

some lawyers and judges "public" that gains power in Voltaire and Beccaria period begins to understand that deregulated system of punishment is not only inhuman but it is also insufficient as a precaution of deterrent from crime (Foucault, 1977)

One of the most important skills people gain in the Enlightenment process is "discipline". Elias's civilizing process might be regarded as taking one's own feelings under control. It gives more priority to discipline than punishment. The issue Elias focuses on in "The Civilizing Process" is specifically to investigate the causes of civilizing process of the western societies. Therefore, civilization is the process of taking human nature under control"(Elias, 1982)

In addition, what loses does the way Elias' handling of discipline, one's establishing control on his own and to establish control over one's own and efforts to dominate his emotions and impulses cause? Do the controlled emotions cause more intense explosions? Or, in other words, do the repressed emotions cause an increase in in social violence?

In other words, although punishment is used to combat crime, does it cause an increase in social violence?

Do penalties received during training, especially in childhood, turns into a social violence? In other words, is one of the sources of social violence result of the penalties in childhood? To answer these questions, the methods used during children's education worth investigation.

1.2 Behaviorist Approach to Punishment

One of the turning points in the formation of the behaviorist school is the experiment the Russian psychologist Ivan Petrovich Pavlov (1849-1936) made with his dog. Pavlov searched that how his experimented dog's saliva in its mouth could be conditioned by the eating urge. This study earned Pavlov the Nobel Prize in 1904. (Schultz, 2001: 298) Pavlov's experiment was named afterwards the "conditioned reflex" or in other words, the "classic" conditioning.

The researches done with regard to directing animal behavior brought with them the idea of directing human behavior. In the early 20th century, researches toward animal behavior the United States of America attracted much interest, and conducting an analysis of these behaviors was given importance.

Doing research about animal behavior increased the impact of comparative psychology. (Schultz, 2001: 287) One of the most familiar names in this field after Pavlov was W.S. Smart. Smart revealed how much conditioning and reward and punishment are important in white rats' learning the maze exit. Even, Smart used a number of spiritual term to describe animal behavior, and mentioned about animal "ideas" and "images". (Schultz, 2001: 287)

Early 20th century became a century in which how animals are tamed became a hobby. Being so advanced in the education of animals became widespread even towards the citizens on the street and everybody having animals. For example, not very common nowadays, in the previous periods in the streets there were a lot of bear players. People were training bears as they could cultivate their behavior.

The method used in taming the bears was the "conditional reflex", the finding of the of the behaviorist school searching the animal behavior. How were the bears being trained? They were being trained as such: The bear player would take the bear in a cage first. There was a metal plate at the bottom of up this cage, and beneath that metal plate, the bear player was burning a fire, and then he was beginning to play tambourine in front of the bear. As the bottom part of the cage warmed, the feet of the bear would get burned. As the feet would get burned, the player would play faster. Then the bear's feet would start getting burned, and the bear, in order to avoid the pain, would have to jump. The bear would hear only one sound: the sound of the tambourine. This event would continue for days and weeks. After some time, whenever the bear would hear tambourine sound, it would think that its feet would burn and it would jump with that fear in mind. This was the way the bears playing in the streets in the past were being trained.

In fact, bears playing in the street, were not playing because of the noise of tambourines they heard; they were jumping with the fear that their feet

would get burned. And the spectators were thinking that the bears were dancing because they heard the tambourine sound.

It is impossible to see such a sight on the streets today. Because animal lovers express strong reactions against such things, it is no longer possible to see these scenes. Not only the bear dancing was common once, so were a lot of animals in the circus being trained through "conditioning" towards food, or fear was being developed against punishment, and the wanted behaviors were being realized.

1.3 Watson: Classical Conditioning with Human beings

The idea of treating behavior only as a subject of psychology was uttered by the American psychologist John B. Watson in the early 1900s for the first time. (Atkinson, 2010: 13) Human behavior is formed by a reaction to a stimulus, according to Watson. Accordingly, he claimed that human behaviors could be coordinated by means of external stimuli. External stimuli were defined as punishment and reward. Watson's approach widely took place in the psychology courses in 20th century (Atkinson, 2010: 13)

The stimulus-response psychology, a by-product of behaviorism, is quite common today. The stimulus-response psychology examines stimuli, responses that these stimuli induced and the subsequent reward or punishment. (Atkinson, 2010: 13)

1.4 Conational Reflex and Children's Education

Pavlov's work after a while began to gain more precise and objective measurements. (Schultz, 2001: 302). These objective measures of animal behavior established the idea that psychology could take place within the positive sciences. Thus, conditioned reflex was being used in the psychology literature as a new term in changing behavior.

One of the scientists who worked in this way which Pavlov opened was Burrhus Frederick Skinner (1904 - 1909). In addition to Pavlov's conditioned reflex, Skinner began to talk about "operant conditioning". According to operant conditioning, if a positive gain (reward) is given to the animal for a positive behavior, the animal feels with itself a "conditioning" to repeat that behavior.

Skinner formed "law of acquisition" from these experiments. In other words, the rewards given when the animals exhibited the desired behaviors were being followed the repetition of those behaviors in order to gain the prize. Similarly, "penalties" applied for the negative behavior contributed to the abandonment of that behavior by serving as reinforcement. Thus, it appeared that it was so easy to control the animal behavior by classical conditioning and operant conditioning.

Changing the animal behavior with some reinforcement and giving the desired behavior to them excited the psychologists at the beginning of the 20th century. However, after a period of time research showed that the

longer the time between reinforcements, the fewer the animal's response rate decreases, and the shorter time between reinforcements, the more the reaction speed increased. (Schultz, 2001: 376). In other words, rewarding the behavior frequently resulted in the consolidation and repetition of that behavior, but when the duration of rewarding got longer, reverse behaviors were being observed. These observations done brought the question marks with them about the "law of acquisition" used in acquisition conditioning.

One of the names who expressed this concern was Bjork. "When Skinner got older, he was becoming much more pessimistic as to what science (even behavioral sciences) can do. He would talk about the clouds of despair about the future of the world" said Bjork. (Schultz, 2001: 382) In fact, the most important reason for the frustration that Skinner had was due to the fact that his dream that these behavior acquisition and modification methods realized on animals could be applicable on humans collapsed.

Although Skinner accounted for this disappointment and that conditioning lacked in behavior acquisition, science of psychology shows such a rapid development that it could not stop the idea that with conditionings behaviors could be formed with humans. In other words, while Skinner expressed the inadequacy of his theory, the psychologists captivated with the magic of his theory continued to apply their initiatives to gain behavior through punishment and reward. It was believed that the incorrect behaviors of people could be stopped through certain stages, being conditioned, applying

certain pains and psychological pressures. Forming behaviors with people by conditioning through punishment and reward was so common that it became an educational tool that almost all parents easily implemented especially in the education of children.

1.5 Humanistic approach: An Alternative to Behaviorist

Approach

The first half of the 21st century, psychoanalyst and behavioral approaches started to have a very strong voice in the field of psychology. However, a group of psychologists founded an association, the Association of Humanistic Psychology in 1962. (Atkinson, 2010: 476) They presented humanistic psychology as an alternative approach to behaviorist school. Humanistic psychologists recognized four basic principles to differentiate their perspective:

- (1) Human's choice creativity and self-development are the preferred research subjects. Humanistic psychology rejects psychoanalytic approach since they think that a psychology based on crippled personalities can produce a crippled psychology.
- (2) They give priority to the person's experience. People are not objects of a simple study.
- (3) "Significance" is preceded by "objectivity" in the choice of research problems. Humanist psychologists believe that it is the "methods"

that lead psychological research not the importance of problems to be searched for.

(4)The dignity of the person should be given the highest value, many humanist psychologists think that even referring to people as "subjects" would reduce the dignity of human personality. (Atkinson, 2010: 476)

Psychologists having humanist manner have identified the approach that is centered on human dignity as a method. Any methods which are against human dignity are also against the humanist approaches.

Although some of the founders of the Association of Humanistic Association Psychology had some earlier views advocating behaviorist ecote and psychoanalyst ,later they adopted a humanistic method. These are: Carl Jung, Alfred Adler, and Erik Erikson. Apart from these, Abraham Maslow, Carl Rogers, and Gordon Allport are also among the founders of humanist approach.

1.6 Basic Principles of Humanitarian Approach

Humanitarian Pedagogy talks about a term named 'nature'. The meaning of nature means, "disposition, origin". (TDK, 2005; 547) In other words, "disposition" is the cleanest state of a person originating from his creation and self.

Maria Montessori, who was explained to be one of the closest names to Humanitarian Pedagogy, focuses on the same detail and states that every child is special. In her book *Child Education*, Montessori points out the difference between the animals and the human beings as “spiritually animals resemble an object of “mass production” whereas human beings are like handmade objects.” (Montessori, 1992: 41) Accordingly, education must be special to the skills of the child. Having a single type education assuming that all the children are the same is among the list of the wrongs in Humanitarian Pedagogy.

As a matter of fact, the first and the most important characteristic of child education is to know the child. (Güneş, 2011: 59) In fact, a child is not the same with the others. Just like all the billions of snowflakes falling down the sky look like identical to each other, but in reality no two are the same; every child has different characteristics from one another even if they are brothers or sisters. If children are brought up without taking their such distinctions into consideration and knowing them, they have risk to be turned into a weak crow after a while.

1.7. Punishment in Humanitarian Approach

Humanitarian Pedagogy does not state that there should be no punishment at all, but says that the punishment must be given in certain conditions.

One of these conditions is that punishment is not a device of education. Another important issue is that there is no punishment in pedagogy. However, in order to have grown-ups acquire certain behaviors giving punishment might sometimes be required. If we say that, there should not be punishment for the grown-ups as well, the life might be put in a great chaos. The people, who have physical power but insensible and have weak empathy power might dominate those who are weak and sensible. The people under such force might feel that they face injustice. Hence, in order to establish balance and protect the weak ones in the society, there must be some sanctions imposed on the criminal ones, i.e. the one that does injustice. The question, "under what conditions, then, a person can receive punishment?" will be attempted to be answered in the following parts.

It is usual to have precautionary measurements to have social life in order. However, as it can also be seen in the examples above not everyone can be punished in anyway at anytime.

Although grown-ups are punished for the sake of the order of social life, it is not possible to punish the children in modern legal system or in any religion based law system. As a matter of fact, to give a punishment to the criminal, it is essential that the crime must be committed deliberately. It is not appropriate to punish the crimes that were committed unintentionally.

Punishment is given in response to a crime. However, to punish a crime, it is essential that there must be a "defect" in the behavior. If there is no

defect, there is no punishment. There two basic condition to defect, 1- Deliberateness, 2- Negligence (Esen, 2006: 154) Hence, in order to punish a crime, it must have been committed both "deliberately" and "intentionally". It is here essential to underline the words "deliberate" and "intentional" for the fact that deliberateness is related to the mental maturity. In other words, people with no mental maturity or disorder cannot be punished because of the crimes they commit.

For instance, a person with mental disorder cannot be punished out of theft that he commits. Similarly, the children who have not completed their mental development could not be punished. To put in other statement, the child with no mental maturity cannot "perception" his wrong actions. As a matter of fact, one of the primary conditions of the competence to stand for trial is "intelligence" and "puberty". (Esen, 2006: 99) If there is no "perception", there can be no punishment.

In its general use, perception means "the skill of understanding, reasoning". (TDK, 2005: 937) In pedagogy, perception means; "power of comprehension". (Foulquie, 1994: 393) In the lights of the aforementioned definitions, it will not be appropriate to punish the criminal whose cognitive skill has not been developed completely. Who, then, do not have cognitive skills? There are two groups of people: "people with mental disorders" and "children". The perceptions and mental capacity of the children are in constant development until certain age. The period when they complete their

mental development and perception is called "adulthood stage". Hence, if a person is not going to have "perception" before he gets adult, it is prohibited to give punishment to the children according to Humanitarian Pedagogy.

Under the circumstances, punishing a child means punishing a personality, whose "cognitive" skill has not been developed completely, which is against both modern law systems. Not only in respect to perception, but also from the point of criminal capacity a child cannot be given punishment.

The word 'ehliyet' in Turkish was originated from the Arabic word "ehl", which means "authority, liability and deserving". (Esen, 2006: 97) The liability shows development at every stage depending on the emergence of his "perceiving, thinking and ability" skills. (Esen, 2006: 97) In order to have a person liable in a work, he must have certain qualities. The most important of them is "knowledge". A person can be liable in a matter on which he has knowledge. For instance, a butcher is liable in cutting meat. He can cut all types of meat easily. If a person is not liable in butchery and that his skills have not yet been developed, this person must be given a responsibility. The child cannot be held responsible from the fields in which his skills have not developed yet. If the parents act without detecting the fields in which their children are skilled, it is not the child to be held responsible from the prospective damages but the parents themselves.

Imagine that a mother has given responsibility to her 9 year old daughter to wash the dishes. When the child breaks all the porcelain on the cupboard

while washing the dishes, should parents give punishment to the child or not? In fact, it is not appropriate to punish the girl under this circumstance on account of the fact that the girl here is somebody whose skills have not been discovered and matured yet, and she was given a comparatively a heavy responsibility. Obstructs in front of the child to get punishment are not only the lack of "willpower" and "liability". The child must also have mental and physical maturity. In the following chapter, I will focus on personality and character development of the child and how punishment psychologically affects these processes resulting in tendency to violence in the following years.

CHAPTER 2.

PSYCHOLOGICAL EFFECTS OF PUNISHMENT

According to humanitarian point of view, basic duty of the grown-up is to "guide" the child, who starts life inexperienced. Hence, in order to fulfill the requirements of being a guide, the grown-up beside the child must bear some basic values. The most important of these values is the feelings of "confidence". The child must be linked to the environment and to the grown-up with the feeling of confidence. A child cannot put forth his personality without the formation of the environment of confidence (Güneş, 2011; 55). As the feeling of confidence form the basis of Humanitarian Pedagogy, no development that may break the confidence of the child must be offered.

In addition, personality and character development of the child is important in the essence of the Humanitarian Pedagogy. Besides, honor is the most important factor that forms the personality of the child. Therefore, no humiliating conduct must be carried out in the education of the child.

In conclusion, the elements of the education to be offered to the child must not break down these basic foundations.

2.1 Punishment humiliates

The way receiving punishment humiliates, likewise giving punishment also paves the way for the guide to lose his feeling of confidence when we look at the perspective of the child. Punishment is usually a method of "pressure"

which may cause an unfavorable conduct of a child to take place again, whereas it could have been corrected otherwise. However, as it is also stated above, since punishment is often applied in order to develop behavior in children, children are humiliated and they experience loss of confidence in education. It is a fact that personality developments of those children who receive punishment or are exposed to violence are hampered. Violence should not be thought to be direct to the children. There are many types of violence that affect the child indirectly. For instance, children may consider themselves guilty as well as "responsible" when the parents argue with each other. While the child tries to solve this humiliating condition in the family with his own methods, most of the times he gets harmed.

A study illustrates that 62 % of the children above 14 gets harmed when they interfere the conflicts between the parents. (Polat, 2001: 29)

2.2 Punishment Satisfies Neither the Punisher nor the Punished

We witness punishment as -wrong- methods of educating children so commonly that we sometimes do not even necessity to research why we have become a "society of violence".

Punishment is so readily accepted in social life that teaching good manners without punishment has become unthinkable. No matter if it is corporal punishment, material punishment or an emotional punishment; it

shows its main impact on the spirit of the child. And a person exposed to violence in the family experiences very complex traumas, which may have lasting effects. (Polat, 2001: 3) The person exposed to violence experience trauma in his life, likewise the grown-up person who uses violence has similar traumas in his inner world. As a matter of fact, children are weak. To apply power against a powerless person disturbs human consciousness.

The child who is slapped by his mother does not cry due to the physical pain he has. The child cries because of the wound he has in his spirit and emotional breakdown. Just like a woman beaten up by her husband... Does the woman, who is "only beaten up" feel distance because of the pain she feels? Is it the pain on her face that leads her not to wish to speak to her husband? No, the woman that is beaten up does not will to speak on account of her being humiliated, and her ignored identity.

The person, who tries to have change in behavior through punishment, may cause changes in the child's behavior, but it is only a short term solution. The wrong doer child may be stopped temporarily with the pressure of punishment. However, the fact that the child is stopped does not mean that he gives up the misbehavior. On account of the fact that the impact of punishment on the spirit of the child is not seen immediately, the grown-ups are unaware of the danger that awaits them in future and thus they continue to get help from punishment.

Although punishment satisfies neither the punisher nor the punished, it is, unfortunately, "legal" and "welcomed" method of teaching manners to children. The rest of the society does not think that the person, who up brings his child by giving punishment, is doing something "abnormal". Moreover, they back the parents saying, "There must be a reason behind..." This requires a detailed analysis on the functions, justifications as well as the negative effects of punishment. These following arguments will be examined in the following chapter in line with data based on a field work conducted on 50 families applied for pedagogical support from Psikomer Psychological Counseling Center in Florya, İstanbul.

2.3 The punished learns to punish

One of the most basic effects of the punishment is that the person, who receives punishment, learns how it is given on his own body.

These types of people, who become master in such a way of solving problem (!), practice it on their children. They do not feel annoyed when they apply the method on their children, as a matter of fact, if the violence and punishment were so bad, their parents would not have applied them on their children. A person in such a situation may vindicate himself saying, "My parents are not bad people, if they had been bad people, punishment and violence would have been wrong things".

In this respect, in her book, *The Drama of the Gifted Child*, Alice Miller states that a person who receives violence from his father supports violence, and says that he respects his father through the violence he had and adds "Corporal punishment is the best way of gaining respect". (Miller, 2006: 103)

A society's transformation into a society of violence is closely related to the violence individuals have within their family. The violence which a child faces within the family or school life during his most innocent years means the child would use violence to his own children in the years ahead. Hence, entire society is face to face with the danger of turning into a society of violence. In his book, *Secret of Childhood*, Güneş defines such a condition as "Violence is the yeast of violence". (Güneş, 2011; 197)

2.4 Punishment triggers another abnormal behavior

The most distinctive characteristic of the child who is educated with punishment is that the punishment causes another disorder in behavior. Although it seems that the punished child stays away from the attitude he carried out, he leans towards another abnormal behavior due to the impact of the punishment. This is quite a human and spontaneous attitude. If the dignity and self-respect of the child has been broken, he would continue to do wrong (even this times he does wrong deliberately) owing to the effect of the punishment.

Since the punishment that the children receive is humiliating, it causes unbalanced behaviors in them. No matter if the grown-ups think that they are right as they give punishment for a crime, the child would reflect such humiliating feeling he feels in their spirit on others; it would change its location.

This situation emerges sometimes as an "emotional violence" in people around the person exposed to corporal punishment, and sometimes as emotional violence through the victim of "psychological violence", who makes fun of people around and humiliates them. However, as explained above, such a situation experienced in childhood years, forms a subconscious instinct in a person; a person in this situation is not aware of the pains and wounds in his spirit. Furthermore, such types of people defend themselves saying, "The corporal punishments I received from my father gave me a lot of benefits". (Miller, 2006; 102)

2.5 Punishment Shatters Sense of "Shame"

A basic element of child education is to bring him up without breaking the sense of "shame". In other words, it is to bring up the child without making him "impudent" and "insolent".

A proverb says, "Do not leave hungry, he becomes a thief; do not say a lot, he becomes impudent; do not beat a lot, he becomes insolent". As the proverb summarizes, feeling of shame in the children who receive

punishment is shattered, a condition that paves the way for the children to be impudent. The parents, who use violence against their children, must know that every single strike that a child receives makes him "insolent", and every word makes him "impudent".

Another point to underline is behavioral disorders in children that receive social punishment. No matter you say, after a certain period, it will not have any impact on the child (that has developed the reflex of self defense), who receives punishment in front of a crowd. The child will have automatic self defense against the punishment he receives in crowd. He would start defending himself without listening to the words aimed at him. On the other hand, social punishments for the children who have not developed the reflex of self defense will pave the way for the children to be introverted and perhaps have feeling of "social phobia".

2.6 Punishment rusts Feeling of "Conscience"

Conscience is like a neutral court. It is very sensitive to distinct the right from the wrong. One of the most beneficial feelings for a person throughout his life is his conscience. Unfortunately, upbringing a child with punishment would shatter this sensitive feeling, which he would use for his entire life.

The child deactivates his own feelings in order not to feel pain of his inner world during the time of the punishment. When he receives punishment, he becomes senseless and emotionless so that he gets less harmed.

The children, who are brought up with such types punishments, face terrible events in future in a merciless and reckless manner. As a matter, children of this type are experienced in "suppressing their feelings" and "becoming emotionless by deactivating them". An event that shakes the conscience of all may be considered as quite normal for this type of children.

2.7 Punishment Forms Feeling of "Loser"

Most distinctive characteristic of children, who are brought up by receiving punishments, is that they have "loser and meek" personality. Applying punishment is a show of power. Whereas the person giving punishment is the stronger one, the punished one is the "weak" and "powerless" one. However, submitting oneself to the stronger one is not a readily accepted behavior in human psychology.

Human honor does not easily accept submission against force. It does not like somebody showing his power on it. Only at times of helplessness, a person may be silent to someone's show of force. Likewise, when the child is punished, he senses helplessness against the person, who is elder and stronger to him. Although he defends himself in honor against the person who gives him punishment, he feels helpless as he is likely to receive another punishment on each revolt. Hence, he submits himself to the punishments. It is these submissions that pave the way for the sense of being a "loser".

2.8 Punishment Triggers Uncontrolled Rage

Rage is a feeling already exist in everyone. It is through rage that a person can protect himself from the possible attacks. However, if the feeling of rage is not kept under control, it has a destroying effect.

It is here that we come across another side effect of punishment. As a matter of fact, the punishments received in childhood years increases the outrageous feeling in the child and cause it to be triggered more and more.

If the child cannot express his feelings against the strong person that punishes him, he becomes outrageous, clenches, or suppresses the outrage within physical reactions. In the observation of the children who receive punishment, we see that the children uses their rage that they become during the period of receiving punishment in more severe form on other places. Furthermore, it is especially important to underline that the fire of rage that is formed in the years of childhood turns into flames in the years of adolescence. Currently, many teachers in schools complain that children become extremely outrageous in the very early years of their lives.

CHAPTER 3.

EFFECTS OF PUNISHMENT ON JUVENILE DELINQUENCY AND SOCIAL VIOLENCE

Studies have shown that children being forced to have changes in their behaviors through punishment have exposed behaviors containing violence. A central question here is about the punishment application rare of parents who were subjected to violence in their own childhood Is punishment a vicious cycle that is inherited from father to son.

According to a research conducted in 2006 and recorded in UNICEF reports, 17 % of fathers and 35 % of mothers who have sons between the ages 3-17 admitted that they sometimes beat their children to punish. (Unicef, 2006)

The statistic is quite interesting. As a matter of fact, these parents do not think that they use violence against their children; rather they think that they punish to educate them. They consider making their children suffer in order to prevent them from misconduct as a method of education.

According to UNICEF reports again, violence that the children have outside their home also draws our attention. The report of UNICEF on Turkey is; "the violence that the children have for each other, bullying and

gang attitudes are seen at schools most. In more extreme situations, guns are used and often resulted in deaths. What leads child to violence might be the instinct of self-actualization, or this conduct may emerge while stealing money, food or other things. As basic reasons, there might be effects of the factors such as lack of self confidence, the violence the child is exposed to at home or other places, abuse or negligence. Besides, children often complain about the violence the children and staff use at schools. A parliamentary research conducted between 2006-2007 on tendency to violence among the children and youth, and the violence in the school environment, along with other results, it is found out that a child carried gun as he thought that the school environment was unsafe." (Unicef; 2006)

Another element that draws our attention in UNICEF report is the recommendation of banning punishment. It is explicit that the idea of punishment as violence, which lays the foundation of our thesis, is also recognized by the UNICEF reports. In the report, it is recommended that "the violence in the secondary schools and their surroundings must be paid due attention, and corporal punishments must be banned in more explicit statements." (Unicef;2006)

3.1 Punishment in Child Education Resulting in Social Violence

UNICEF reports illustrate that the employment of the method of punishment is also the source of social violence. It is not a coincidence that the parents define the violence they use against their children as "punishment". As a matter of fact, punishment and violence are terms that are closely related to each other and often the distinction between them is not explained.

For instance, is the act of standing on a single foot facing the classroom that a teacher demands from student for not doing his homework a punishment or violence? This question cannot be answered clearly. However, there is no doubt that the child feels pain as he is humiliated. No matter if it is punishment or violence, it is clear that the child suffers and feels pain.

This sadness and paining situations are dealt in the UNICEF reports as such; there are people who apply different punishments that may be considered as "violence". For instance, 10 % of mothers have confined their children in a room within the last year. Likewise, according to a research conducted in 2008, fathers from 12 cities from all the regions were asked as to how they maintain disciplinary among their children. According to the responses, 9,3 % of the parents apply corporal punishment, 7,3 % "intimidate" their children, and 31,8 % yell at their children or scold them." (Unicef, 2006)

The violence that the parents use against their children under the name "punishment" is the source of social violence, for the fact a person who is exposed to violence uses violence himself.

When such a condition is considered from the perspective of the parents, it seems all right on account of the fact that this method is used by them as a means of maintaining "discipline"; parents use violence against their children as means of "discipline" and "control".

The researches on the tendencies of the children, who were exposed to violence, aged 15-17 in their social lives found out striking results.

According to official numbers, between the mid 1990s and mid 2000s, the number of cases filed against the children increased dramatically by 100.000 cases a year. Among these cases, 90 % of the children are boys and three fourth of them within the age group of 15-17. The most common crimes were theft and robbery, which are followed by physical hurting. Furthermore, children were also regularly accused of committing crimes such as property damage, threat and insult, trespassing, crimes related to gun, possessing drugs, sexual crimes and killing. (Unicef, 2006).

In a more focused study on the interplay between punishment and its effects on the child's characters and his/her intention to direct violence to the others has been conducted by the Anatolian Journal of Psychiatry in 2007. The research particularly aimed at analyzing the relationship between the methods of punishment being applied to mothers and the

ways of punishment they have applied to their own children (Anadolu Psikiyatri Dergisi 2007; 8:22-29)

The study was carried out with sample group of 200 mothers whose children are between the ages of five to fourteen. This study is conducted at pediatric policlinics of Istanbul University Cerrahpasa Medical Faculty, , Istanbul Faculty of Medicine of Istanbul University, and Haydarpaşa Numune Hospital.

The study data were collected through a questionnaire that contained demographic characteristics of mothers and characteristics of punishment methods. Data have been evaluated in computer environment and percentage and chi-square test was used for statistical analysis. The study shows that 44% of mothers who participated in survey were beaten by their mothers. 56% of mothers expressed that they punished their children through shouting in anger. The objectives of mothers in punishment are education, discipline, authority, and teaching respect and responsibility. The most noteworthy aspect of the research is still 78% of these mothers being raised by their mothers through punishment have shared their children's problems with their mothers (Anadolu Psikiyatri Dergisi 2007; 8:22-29)

This kind of behavior reveals that the mothers being raised through punishment apply to their mothers when they are in need with their children and this leads to the formation of a vicious cycle

Anatolian Journal of Psychiatry shows in this study that mothers have applied the ways of punishment being applied to them before and they think to be useful to their children more. (Anatolian Journal of Psychiatry 2007, 8:22-29)

However, the study that the Anatolian Psychiatric Association has done on "aggressive tendencies of children subjected to violence within the family" has revealed that violence has transferred from generation to generation as a vicious circle and has threatened social life. The introduction of the study shows that "Physical punishment takes place as a means a discipline in the Turkish family structure and child-rearing methods and it is so widely used in Turkish society. Especially in traditional family structures, Instead of verbal methods of discipline, physical punishment methods are preferred and methods of physical punishment are widely used in the cities.

In the details of the study by Anatolian Society of Psychiatry behavior deviations on the children being subject to violence have also been, accordingly, "how the child will react to violence or the way he will be effected from violence depend on age and cognitive development. Various researches show that children who are subject to corporal punishment form an inadequate internal audit and they need external audit. in studies with such children show some behavioral

disorders such as anger, hopelessness and psychological injuries as a result of severe personality and behavior disorders, moodiness, irritability, anxiety, attitudes towards crime, unable to communicate easily with others, identified antisocial and aggressive behavior. "(Anadolu Psikiyatri Dergisi 2007; 8:22-29)

The study by Anadolu Psikiyatri Dergisi (the Anatolian Journal of Psychiatry) was conducted on 655 students from 6.7 and 8 th grades of 70 primary schools located in the central town of Sivas. While schools were being chosen as sample models, regions their districts are divided into three in terms of their socioeconomic and cultural levels as low, medium and high. 5 schools were chosen for each region. The total number of schools is fifteen. The findings of this study are not different from the previous study. Accordingly, 54% of the students reported that they were suffered by the violence from their mothers, the number of students being subject to violence by their fathers, was 46%. Total average score of children who suffer from violence taken from violence aggression scale was calculated as 42.52 ± 9.24 . Accordingly, it is noticed that abused students have more tendency towards aggression. (Anadolu Psikiyatri Dergisi ,2007, 8:206-214)

"31% of students being investigated declare that they have been beaten by their mothers since they disobey them, 33% of them say that have been beaten by their mothers since they quarrel with their brothers or sisters and

do not study. On the other hand, 26% of them are beaten by their fathers since they do not obey them and 34% of students are beaten by their fathers since they quarrel with their brothers and do not do their homework" (Anadolu Psikiyatri Dergisi 2007; 8:206-214).

To investigate the findings of the aforementioned researches as well as to examine the relevancy of the arguments on punishments' affects in the previous chapter, a survey has been conducted with fifty families who need pedagogical support because their children's tendency to aggression and violence.

3.2 The Sample

This study was realized with the children, whose families applied to Psikomer Psychological Counseling Center Florya, Istanbul, for pedagogical support.

25 of Children's cases being examined belong to male and 25 of them belong to female children.

The age range of children is 7 - 12.

Education level of parents of these children is as follows: Education (At least one parent's high education level)

Graduate : 39 (% 78)

High school graduate : 7 (%14)

Primary school graduate : 4 (%8)

3.3 Survey Questions

To examine how punishments is perceived by the families during the processes child rearing and how the children react to that in terms of shaping their social behaviors, five main questions were asked to the informants:

1. For which issue has pedagogical counseling been applied to?
2. Whether at least one parent who asked for counseling has used penalty as a method, in education?
3. Whether at least one parent who asked for counseling has been punished by his parents in childhood?
4. What is the punishment methods used if any of these families in education?
5. If so, which behavior deviation has been identified from such children exposed to penalties?

3.4 Findings

The majority of parents who feel the need of pedagogical consultancy because of the, tendency to violence in children is the ones who suffer from problems between siblings. (23; % 88) Parents often describe the violence against brother as "the endless quarrels or jealousies of brothers." Definition of violence against siblings is physical violence. Emotional and psychological violence applied by the brothers to each is not the subject of this research.)

The second popular group that feels the need for pedagogical counseling suffers from "violence towards peer groups." These parents are worried about their children who always fight with their classmates and friends and as a result cannot make friendships. (12; % 24) Another violence tendency about which parents feel the need for pedagogical assistance is the "violence against goods". (8; % 16) Parents in this group complain that their children are sloppy about the goods that family members commonly use and they tend to apply violence against their own belongings. Those parents also criticize that their children direct their anger towards goods. Parents in the fourth group complain that their children are in tendency to violence against them. (7% 14) Parents express that they have continuously quarreled with their children and their children, in most cases, walk up to their parents in anger.

Violence against sibling	: 23
Violence against peers	: 12
Violence against goods	: 8
Violence against parents	: 7

3.5 The Use of the Punishment As a Method of Education in Family

In this question, the usage of the punishment as a method of education in family is investigated. The parents who answered this question positively do not define punishment as violence and they mention about the books on child raising they read, their own experiences they have gained from their parents. The majority of parents who try to create a change in behavior of their children through punishment use this method by common agreement. (32;% 64) In this group, the majority of the parents are well educated ones. (40, 80%) rate of the parents one of whom uses punishment as a means of behavior change and but the other one is disagree is lower than the parents who are both in favor of applying punishment. (11;% 22) In this study, it is noticed that although some parents who have applied for pedagogical counseling about their children's behaviors containing violence both parents do not punish their kids at all. (7, 14) However, it is noteworthy that these children are affected by teachers at schools and the scenes or violent content on television.

One of the parents use punishment as a method	: 11
Both of the parents use punishment as a method	: 32
None of the parents use punishment as a method	: 7

3.6 Whether the Parents Who Request Consulting Were Subjected to Punishment and Violence in Their Childhood

Before finding the answer to this question, the terms "punishment" and "violence" are defined for parents and it is also emphasized that violence cannot only be physical; it has also psychological and emotional content too. Accordingly, parents who apply punishment are asked.

The number of people subject to investigation in this question is different from other questions. Because they were asked to give answer individually. The number of families that is subject to investigation is 50. Consequently, this question was asked to 50 mothers and 50 fathers. Total number of people surveyed is 100. Accordingly, the number of parents who were not exposed to violence during childhood is very low. (30;% 30) The percentage of parents who had been subject to violence and punishment during childhood is itself very high. (70;% 70) Parents who were not exposed to violence in their childhood (30%) do not often implement violence to their children. (26/30, 86.6%) On the other hand, parents having been punished in their childhood often apply violence to their children. (62/70, 88.5%) Parents who are not practicing violence to their children though they had experienced before are motivated by saying "I've seen violence, but I will not let my kids experience such things,". (8/70, 11.4%) There are also some parents who have adopted some believes about the necessity of punishment

for the education of kids from the sources they gained about child raising and apply this method although they had never been the subject to violence and punishment. (4/30, 13.3%)

Parents who were subject to violence in their childhood : 70

Parents who were not subject to violence in their childhood : 30

Applying punishment by parents who were raised through punishment : 62

Applying punishment by parents who were raised without punishment : 4

Parents who are trying to change their children's behaviors through punish. : 68

3.7 The Methods of Punishment These Families Have Used in Child Education

The answer is quite a wide spectrum. Parents often adopt the punishment having been applied to them as a method of punishment and apply it to their children. (66/70; % 94) The rate of parents who have invented their own method of punishment is very low. (4/70, 5.7%) However most commonly used methods are listed as follows. Accordingly, among the ones applying penalty to the children. (68) The majority of parents have expressed that they have punished their children by shouting them. (23/60, 33.8%) The second group consists of parents who try to use their parenthood statue as a source of power over their kids and threaten them for misbehavior. (18/68, 26.4%) In the third group there are parents who try

to change their children's misbehaviors through lovelessness. (15/68; % 22) The rate of parents trying to get a behavioral change through beating is quite high. (14/68, 20.5%) parents who punish their children by closeting them in their rooms usually apply physical violence. From this perspective, the number of parents who closet their children in their rooms and beat is 24 (35.2%). This figure reaches the highest rate in all punishment methods

Shouting	: 23
Threatening	: 18
Lifelessness	: 15
Beating	: 14
Closeting in room	: 10
Depriving kids of something they like	: 7
Humiliating among others	: 5
Others	: 8

3.8 Behavioral Disorders and Intention to Social Violence among the Children Who Are Subjected to Punishment.

The last issue of this research is behavioral disorder in children who are subject to punishment. Accordingly, the result of second question shows

that 43 families out of 50 use punishment as a a method of behavior modification. The survey on the behaviors of 43 children who are punished by their families clearly shows that children being punished are as that much more prone to violence. The number of children who show aggressive behaviors and commit violence is 35. (81.3%) The number of children who are quiet and introverted though they are subject to punishment, is 8 (18.6%) dir. School failure, bed wetting, fecal incontinence, tic disorders, night fears, asocial personality, tendency to lie, and using someone else's belongings without permission are some of the other behavior deviations that are not the subject of this study

Number of children who commit violence	: 22
Number of children who have aggressive behaviors	: 13
Number of children who are introverted	: 8

CONCLUSION

This thesis reveals that punishment is not necessary in education, and it discusses its negative effects on social life. It also emphasizes that behavior change methods which start with punishment turn into violence after a while. This result is a normal procedure because there is no definite distinction between punishment and violence. Therefore, it should be strictly accepted that punishment is violence, and child education cannot be carried out with punishment. Instead, love is more effective in education. Therefore, Humanitarian pedagogy prefers a "compassion" oriented perspective as a basic principle of in child education.

In the thesis, additionally, the reasons why punishment should not be used in the child education have been discussed.

Now widely seen in the correction of behavior disorders, punishment is not applicable because children have not experienced life yet, and the punishments given in case of wrong deeds can be a barrier to the construction of their willpowers, which are the most important motivation source of children for the sustainability of education.

In conclusion, a society consisting of individuals who are brought up with punishment deals with more violence. Punishment creates a barrier for child's education and the ones educated through punishment are great threat for the society are shown through statistics.

Based on the findings presented in this research, the following recommendations can be suggested to those who wish to develop social policies to reduce social violence in conjunction with this thesis

1. There must be precise definition of violence. Accordingly, which behavior takes place within the scope of violence. The definition of violence should be so clear that a teacher or parent who is claimed to apply penalty can realize that he abuses children.

2. Punishment description should be made. It should be emphasized that punishment is socially accepted form of violence.. In order to avoid the social acceptance of punishment awareness programs should be prepared

3. Penalty in education should be abolished and "punishment free" education training programs should be developed. Accordingly, Montessori Method of education can be examined and the positive effects of punishment free education on learning process can be emphasized.

4. Instead of combating violence against children, elderly, and women directly, punishment as the "first step of "violence" should be fought with. Having an assumption that people can punish each other increases the social severity. A teacher should not have an authority to punish students.

As a recommendation for further research, another study following this one might be on reward. Negative effects of reward in child education and the harms that ones being educated through reward cause in society might be the subject for further studies.

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