DISCIPLINARY PRACTICES AND CHILDREN'S HOLISTIC DEVELOPMENT: A SURVEY AMONG EARLY CHILDHOOD DEVELOPMENT (ECD) TEACHERS FROM GODAWARI MUNICIPALITY, LALITPUR DISTRICT, NEPAL

Rajanee Maharjan

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AN ABSTRACT

of the dissertation of *Rajanee Maharjan* for the *Degree of Master of Philosophy in Early Childhood Development* on *1 October 2026* entitled *Disciplinary Practices and Children's Holistic Development: A Survey among Early Childhood Development* (*ECD) Teachers from Godawari Municipality, Lalitpur District, Nepal.*

APPROVED BY

……..	……..
Prof. Prakash Chandra Bhattarai, PhD	Sandip Dhungana
Dissertation Supervisor	Dissertation Supervisor

Disciplinary practices practiced by ECD teachers in ECD settings is a crucial matter for shaping children's behavior and holistic development of children. Here holistic development incorporates five major domains i.e. Cognitive skill, Physical skill, Creative skill, Socio-Emotional skill and Language / communication skill development. This study examines different forms of violent disciplinary (VD) practices and non-violent disciplinary (NVD) practices being practiced in ECD settings and its influence on holistic development of children at ECD settings via quantitative method, conducting survey among 300 ECD teachers. In this study, descriptive analysis and inferential analysis such as t-test, ANOVA and multiple linear regression were used for data analysis. Relevant reliability, validity and ethical measures were ensured in this study. The study revealed that some of the ECD teachers are practicing violent disciplinary practices at ECD settings to manage classroom, indicating need of shift from punitive practice to more child-centered strategies.

Among several disciplinary practices, communication-based practices emerged as the most significant predictor for holistic development of young children. The study further recognized significant difference in practices of violent disciplinary and non-violent disciplinary practices across different demographic groups. ECD teachers with trainings and higher academic qualifications were more likely to

practice non-violent disciplinary practices. Similarly, ECD teachers from private schools are practicing non-violent disciplinary practices more often than that from public school. Further, the study revealed there was a limited awareness of the legal ban on physical punishment among ECD teachers, which highlighted the significant gap between policy formation and implementation.

The correlation analysis in this study showed a significant positive relation between communication-based practices and children's holistic development ($r = 0.216$, $p < 0.001$); while positive reinforcement was also positively related to children's holistic development ($r = 0.153$, $p = 0.01$). In contrary, physical punishment and psychological punishment showed non-significant relationship with children's holistic development. The multiple regression analysis revealed that disciplinary practices collectively made a statistically significant influence in children's holistic development ($F = 4.03$, $p = 0.003$), though there is only 5.2% of the variance in holistic development ($R^2 = 0.052$, $R = 0.23$).

The findings of the study have crucial implications for ECD teachers on need of replacement of violent disciplinary practices by non-violent disciplinary practices especially practicing communication-based practices among children in ECD settings. The study emphasized the requirement of ECD teacher trainings, professional skill development programs, awareness programs, implementing and monitoring policies and strong institutional strategies regarding practice of non-violent disciplinary practices which equip ECD teachers with positive practices and classroom management strategies for holistic development of children. Finally, the study contributes to promoting safety and security of children via implementing communication-based practices while managing their behavior and for their holistic development within ECD settings.

…… 1 October 2026

Rajanee Maharjan

Degree Candidate

शोध सार

प्रारम्भिक बाल विकासमा दर्शनशास्त्रको स्नातकोत्तर डिग्रिको लागि रजनी महर्जनको शोधप्रबन्धको शिर्षक "अनुशासनात्मक अभ्यासहरू र बालबालिकाको सर्वाङ्गीण विकास :नेपालको ललितपुर जिल्ला, गोदावरी नगरपालिकाका प्रारम्भिक बाल विकास शिक्षकहरूमाझ गरिएको एक सर्वेक्षण" १५ असोज २०८३ मा प्रस्तुत गरिएको थियो ।

....

प्रा. प्रकाश चन्द्र भट्टराई, पिएचडी
शोध निर्देशक

सन्दीप ढुंगाना
शोध निर्देशक

प्रारम्भिक बाल विकास केन्द्रहरूमा शिक्षकहरूद्वारा अपनाइने अनुशासनसम्बन्धी अभ्यासहरू बालबालिकाको व्यवहार निर्माण र उनीहरूको सर्वाङ्गीण विकासका लागि अत्यन्त महत्त्वपूर्ण हुन्छन्। यहाँ 'सर्वाङ्गीण विकास' भन्नाले पाँच मुख्य पक्षहरू - संज्ञानात्मक सीप, शारीरिक सीप, सिर्जनात्मक सीप, सामाजिक-संवेगात्मक सीप र भाषा तथा सञ्चार सीपको विकासलाई जनाउँछ। यस अध्ययनले प्रारम्भिक बाल विकास केन्द्रहरूमा अपनाइने अनुशासनका विभिन्न अभ्यासहरू तथा तिनले बालबालिकाको सर्वाङ्गीण विकासमा पार्ने प्रभावको विश्लेषण गरेको छ। यसका लागि ३०० जना प्रारम्भिक बाल विकासका शिक्षकहरूमाझ सर्वेक्षण गर्नका लागि परिमाणात्मक (quantitative) विधि अपनाइएको थियो। तथ्याङ्क विश्लेषणका लागि वर्णनात्मक विश्लेषण (descriptive analysis) का साथै 'टी-टेस्ट' (t-test), 'एनोभा' (ANOVA) र 'मल्टिपल लिनियर रिग्रेसन' (multiple linear regression) जस्ता आनुमानिक विश्लेषण (inferential analysis) विधिहरूको प्रयोग गरिएको थियो। अध्ययनमा विश्वसनीयता र नैतिक मापदण्डहरूको पूर्ण पालना सुनिश्चित गरिएको थियो।

अध्ययनले केही प्रारम्भिक बाल विकासका शिक्षकहरूले कक्षाकोठा व्यवस्थापन गर्न विभिन्न अनुशासनका विधिहरू प्रयोग गरिरहेका छन् भन्ने देखाएको छ। यस अध्ययनले दण्डात्मक अभ्यासहरू त्यागेर बालबालिका-केन्द्रित रणनीतिहरूतर्फ अघि बढ्नुपर्ने आवश्यकतालाई औंल्याउँछ। साथै अनुशासन कायम गर्ने विभिन्न अभ्यासहरूमध्ये, सञ्चारमा आधारित अभ्यासहरू साना बालबालिकाको सर्वाङ्गीण विकासका लागि सबैभन्दा महत्त्वपूर्ण सूचक भएको यस अध्ययनले देखाएको छ। अध्ययनले विभिन्न जनसाङ्ख्यिक समूहहरूमा विभिन्न अनुशासनका अभ्यासहरूमा उल्लेखनीय भिन्नता रहेको पनि औंल्याएको छ। तालिम प्राप्त र उच्च शैक्षिक योग्यता भएका प्रारम्भिक बाल विकासका शिक्षकहरूले अहिंसात्मक अनुशासनका विधिहरू अपनाउने सम्भावना बढी देखियो। त्यसैगरी, सामुदायिक विद्यालयका शिक्षकहरूको तुलनामा निजी विद्यालयका प्रारम्भिक बाल विकासका शिक्षकहरूले अहिंसात्मक अनुशासनका विधिहरू बढी प्रयोग गर्ने गरेको पाइयो। साथै, अध्ययनले प्रारम्भिक बाल विकासका

शिक्षकहरूमा शारीरिक सजायमाथि लगाइएको कानुनी प्रतिबन्धबारे निकै कम चेतना रहेको देखाएको छ, जसले नीति निर्माण र त्यसको कार्यान्वयनबीचको ठूलो खाडललाई उजागर गर्दछ।

यस अध्ययनको सहसम्बन्ध विश्लेषण (correlation analysis) ले सञ्चारमा आधारित अभ्यासहरू र बालबालिकाको सर्वाङ्गीण विकासका बीचमा एक महत्त्वपूर्ण तर न्युन सकारात्मक सम्बन्ध रहेको देखायो ($r = 0.216$, $p < 0.001$) । साथै सकारात्मक सुदृढीकरण (positive reinforcement) पनि बालबालिकाको सर्वाङ्गीण विकाससँग अति न्युन तर सकारात्मक रूपमा सम्बन्धित पाइयो ($r = 0.153$, $p = 0.01$)। बहु-प्रतिगमन विश्लेषण (multiple regression analysis) ले अनुशासनसम्बन्धी अभ्यासहरूले सामूहिक रूपमा बालबालिकाको सर्वाङ्गीण विकासमा सांख्यिकीय रूपमा केही प्रभाव पार्ने कुरा देखायो ($F = 4.03$, $p = 0.003$) । सर्वाङ्गीण विकासमा यसको योगदान (variance) केवल ५.२% मात्र रहेको छ ($R^2 = 0.052$, $R = 0.23$)।

यस अध्ययनका निष्कर्षहरूले प्रारम्भिक बाल विकासका शिक्षकहरूका लागि महत्त्वपूर्ण सन्देश दिन्छन्। यसले बालबालिकामाथि गरिने हिंसात्मक अनुशासनका अभ्यासहरूलाई हटाएर, विशेष गरी सञ्चारमा आधारित गैर-हिंसात्मक अनुशासनका विधिहरू अपनाउनुपर्ने आवश्यकतालाई जोड दिन्छ। अध्ययनले प्रारम्भिक बाल विकासका शिक्षकहरूका लागि तालिम, व्यावसायिक सीप विकास कार्यक्रम, सचेतना कार्यक्रम, नीतिहरूको कार्यान्वयन तथा अनुगमन, र बलियो संस्थागत रणनीतिको आवश्यकता औंल्याएको छ। अन्त्यमा, यो अध्ययनले प्रारम्भिक बाल विकास केन्द्रभित्र बालबालिकाको व्यवहार व्यवस्थापन गर्दा सञ्चारमा आधारित विधिहरू अपनाएर उनीहरूको सुरक्षा सुनिश्चित गर्न तथा सर्वाङ्गीण विकासलाई प्रवर्द्धन गर्न योगदान पुऱ्याउँछ।

..... १५ असोज २०८३

रजनी महर्जन

उपाधि उम्मेदवार

This dissertation entitled *Disciplinary Practices and Children's Holistic Development: A Survey among Early Childhood Development* (*ECD)Teachers from Godawari Municipality, Lalitpur District, Nepal* is presented by *Rajanee Maharjan* on *1 October 2026*.

APRROVED BY

…….. 1 October 2026

Prof. Prakash C. Bhattarai, PhD

Dissertation Supervisor

…….. 1 October 2026

Sandip Dhungana

Dissertation Supervisor

…….. 1 October 2026

Assoc. Prof. Jiban Khadka, PhD

External Examiner

…….. 1 October 2026

Rupa Munakarmi, PhD

Head of Department, Inclusive Education, ECD & Professional Studies

…….. 1 October 2026

Prof. Hem Raj Kafle, PhD

Dean, KU School of Education

I understand and agree that my dissertation will become a part of the permanent collection of the Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

…… 1 October 2026

Rajanee Maharjan

Degree Candidate

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DECLARATION

I hereby declare that this dissertation has not been submitted or published as a part of any other degree candidacy at any other university.

…… 1 October 2026

Rajanee Maharjan

Degree Candidate

DEDICATION

Special thanks to

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My Beloved Husband Diwakar Maharjan and My Heart – My Son Shrey Maharjan

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Degree Candidate

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ABBREVIATIONS

ANOVA	Analysis of Variance
CAS	Constituent Assembly Secretariat
CEHRD	Center for Education and Human Resources Development
CTEVT	Council for Technical Education and Vocational Training
ECD	Early Childhood Development
ECE	Early Childhood Education
ECEC	Early Childhood Education Center
KUSOED	Kathmandu University School of Education
NVD	Non-violent Discipline
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
VD	Violent Discipline
WCC	Writing and Communication Center
WHO	World Health Organization

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CHAPTER I
INTRODUCTION

As an ECD practitioner, I have been enthusiastically involved in this field for many years, achieving wide-ranging experiences in endorsing quality early childhood development and care. Throughout my proficient voyage, I have connected with hundreds of preschools and ECD teachers to boost early childhood educational practices, reinforce capacity of educational institutes and ECD teachers, and improve the quality of teaching - learning. I have supported ECD teachers through classroom management strategies, child-centered pedagogies, curriculum implementations and professional development trainings. These involvements and experiences have provided me valuable insights regarding opportunities and challenges within early childhood educational institutes, motivating my pledge to conducting research that contributes to quality child-centered educational practices; endorsing holistic development of young children.

Study Context

In Nepal, ECD programs are being provided through government or community based or private institutes; with common motive of supporting holistic development of children. The ECED Curriculum 2077 prioritized children's holistic development through schools, parents and community (Sitaula & Ahmad, 2026). The School Education Sector Plan 2022 / 23 to 2031 / 32 also prioritized safety, protection, qualified / skill teachers, safe learning environments, health and nutrition for children's holistic development (Shrestha, 2023). These child friendly frameworks provide a crucial policy context for examining violent disciplinary (VD) practices and non-violent disciplinary (NVD) practices in ECD settings.

Likewise, throughout my professional journey, I have found that in day-to-day practice, ECD teachers are facing challenges in classroom management and managing behavior of children such as jumping, running, shouting, scribbling on walls / tables, throwing objects, fighting with peers, spitting on faces, hitting their friends, tearing worksheets, pinching friends, crying all the time, avoid doing academic and learning activities (Kumari, 2025; Puri, 2026). In order to manage these behaviors of children and classroom, ECD teachers are adopting different disciplinary practices including violent disciplinary practices such as spanking, hitting with objects, raising voices,

threatening, sit-ups, stand in or outside the classroom; and non-violent disciplinary practices such as positive reinforcements, communication-based practices, redirection, reflection etc. (Heilmann et al., 2021; Joshi, 2022). Thus, according to Visser et al. (2022), the practice of different disciplinary practices at ECD settings are becoming a major concern in ECD settings as children are highly affected by the environment where they grow and learn.

The topic “Disciplinary Practices at ECD settings” was chosen for this study because the experiences children receive during early childhood is very important and disciplinary practice is one of the experience children receive during their early childhood. The types of disciplinary practices implemented during early childhood can have long lasting impact on holistic development of children including their Physical skill development, Cognitive skill development, Socio-emotional skill development, Language and Communication skill development, and Creative skill development (Black et al., 2017). For any nation, the most important asset is its children (United Nations Children's Fund [UNICEF], 2018) and as the adage goes, ‘It takes a village to raise a child’. So is the case with us, too. Precisely, ECD is a period from 0 to 8 years of age (Benavides, 2018). As per the Purnell (2018), this time period is very crucial as children develop their foundational skills such as physical skill development, cognitive skill development, socio-emotional skill development, communication and language skill development and creative skill development ensuring their holistic development.

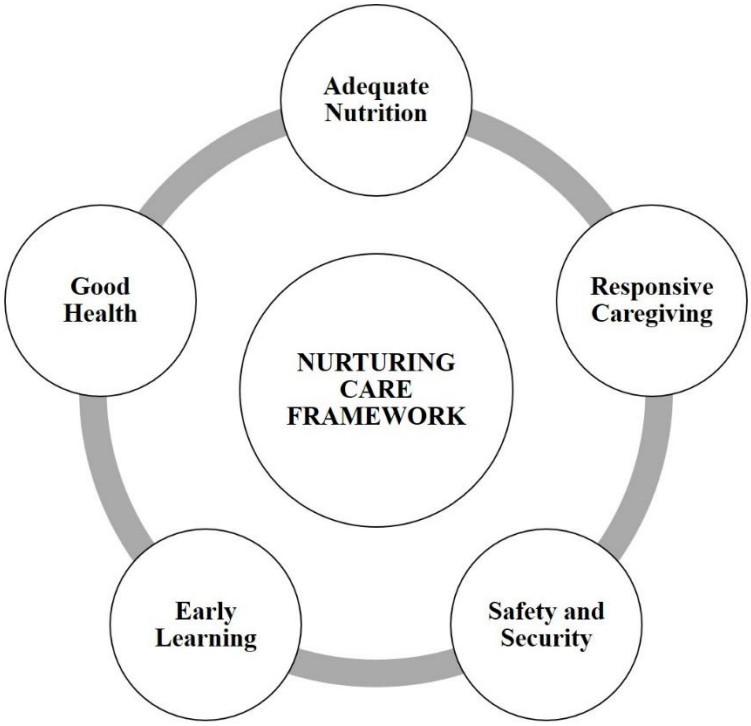
According to Misirliyan et al. (2026), during early childhood, children are strengthening their physical skills which can be divided into two different motor skills. First Fine motor skill, which is strengthened by using their hands or fingers while playing sand, mud, dough, etc. (Contreras Jordán & Infantes-Paniagua, 2021). Second gross motor skill, which is strengthened by climbing on stairs, bed, sofa, play-stations etc. and then jump from those places or by running here and there (Liu et al., 2022). During early childhood, children are also developing their cognitive skills by learning from several hands-on play, problem-solving activities, by exploring, experimenting and making decisions (Zamora et al., 2024). Likewise, at this age, children are also learning about relationships, sharing, caring, taking turns, communicating, collaborating and co-operating; through which they are enhancing their socio-emotional skills (Cuerpo et al., 2024). They develop love, care, empathy, patience and peer working. Children engage in several play-based activities like

coloring, drawing, role play, music, dance, blocks etc. where they enhance their imaginative and creative skills (Purwati et al., 2024). All these skills are very important for their well-being in the future shaping their abilities, behavior and attitude during their adulthood (Villa & Toquero, 2024). Several components impact children's development during their early childhood including their family, family member's parenting style, surrounding environment, food & nutrition, health, safety & security, culture, teachers and educational experiences; shaping children's behavior and attitude (Zheng et al., 2023). Among these components, teachers and school environment have an important role as children spend a significant amount of time with their teachers at ECD settings (Phajane, 2014; Subedi & Shrestha, 2020). ECD teachers become role model for them and influence their behavior and personality.

In the context of children at ECD settings, they are in a formative stage of development (Piaget, 1952). As per Lev Vygotsky (Celinska, 2023), study on developmental psychology of children reveals that responsive and supportive interactions among young children enhances their confidence, self-esteem and strengthen the relationships with their caregivers including ECD teachers, parents, peers and community. For children's best development, they require five interrelated components of nurturing care as shown in figure 1. According to Sundar et al. (2024), when children miss any of these component (for example, children experienced violent discipline; missing security and safety) during their early childhood, it harshly impacts on their physical development, cognitive development and socio-emotional development, often resulting long-term developmental hindrances.

Figure 1

Domains of Nurturing Care for Children to Reach Their Growth and Development Potential



(UNICEF, 2020)

According to Maharjan (2026), violent discipline is generally defined as the use of physical force, causing discomfort, harm or pain to children; or scolding and emotional abuse as a response to correct their behavior; which has been accepted in our culture as an authentic disciplinary practice in schools. Children are messy and playful by nature. If children experienced any kind of stress including stress due to violent disciplinary practices at preschools, that may hinder their holistic development and children may develop a long-lasting impact on them such as anxiety disorder, hypertension, depression and cardiovascular disease (Mim & Masud, 2025; Shonkoff, 2007). Violent disciplinary practices can create fear, stress, anxiety, low-self-esteem, aggression, poor to no classroom participation, aggression, no social interactions (Ali, 2026). Such experiences may impact on children's emotional behavior, learning attitude, social relationships and their mental health (Heekes et al., 2020). Violent disciplinary practices also affect children's learning attitude, causes psychological distress, decrease motivation and classroom participation, impacts their creativity, imaginations, cognitive development and socio-emotional development (Chang et al.,

2025). Thus, violent disciplinary practices becoming concerning issue in ECD settings.

According to Thakuri (2024), in Nepal traditional disciplinary practices were giving different kinds of punishments to children in order to correct their irrelevant and unwanted behaviors such as physical punishments like beating with a ruler, pen, or pencils; pulling and pinching ears, cheeks, or chin; making them stand holding their ears; emotional punishments like scolding, staring, giving nicknames like "donkey," "dog," "sheep," or "ox"; and negative reinforcements like standing outside the classroom, late meal, sending to the principal's room. As per An (2022), many teachers are implementing violent disciplinary and non-violent disciplinary practices to correct their child's behavior without knowing its implications.

The study conducted by Quail and Ward Learning (2023) revealed that children who were exposed to non-violent disciplinary practices learn kindness, empathy, can control their emotions and get along well with others; whereas children who experienced violent punishments have anger, fear, anxiety, and slower learning. Another study conducted by Amadi (2019) showed that demographic variables like teachers' age, qualification and teaching experiences had important impact in their classroom management whereas there is no impact of gender and educational discipline of teachers. The study conducted by Dien et al. (2022) also concluded that teachers' age and gender significantly influence teaching effectiveness in the classroom.

In Nepal, while child rights frameworks for the eradication of violent disciplinary practices exist, its repetition continues in many preschool settings, repeatedly may be due to lack of awareness, class sizes, poor implementation of child protection policies and limited training among preschool teachers (World Health Organization (WHO, 2026). ECD teachers play a vital role in either strengthening or stimulating such disciplinary practices. This showed there is a significant gap in policy formation and real ECD classroom practices. However. in developing countries like Nepal, where efforts are being made to move towards child-friendly and rights-based education, identifying the challenges and gaps in the implementation of non-violent disciplinary practices is crucial.

Despite rising international and national advocacy for practice of non-violent disciplinary practices, the practice of violent disciplinary practices in preschools remain an important concern. Violent disciplinary practices are being practiced in

several preschool settings, often justified as required for managing children's wrong doings and classrooms though these practices negatively influence holistic development of children. Even though discussions on impacts of violent disciplinary practices in ECD have increased, there is still limited empirical evidence quantifying the occurrence of different disciplinary practices and their relationship with holistic development of children, especially in the context of Nepal. This evidence gap is causing difficulty for academicians, educators, researchers, policymakers and institutions to develop effective interventions and evidence-based policies to promote non-violent disciplinary practices. Thus, this study is carried out to generate objective and measurable evidence regarding the practice of different forms of disciplinary practices and its influence on holistic development of children.

A quantitative research method was considered as the most appropriate method as it enables the systematic collection and statistical analysis of data collected from large sample of ECD teachers. Through descriptive and inferential statistical test, this study can identify different forms of disciplinary practices being practiced at ECD settings, examining differences across several demographic variables; and the influence of these disciplinary practices on holistic development of children. Moreover, different forms of violent disciplinary practices being practiced in ECD settings is a serious and sensitive issue which requires objective evidences rather than depending on individual's thoughts or out-of-the-way experiences. These evidences can support for developing professional skill development programs, reforming institutional policies; encouraging non-violent disciplinary practices. Eventually, the findings of this study benefits ECD teachers, preschool leaders, parents, government bodies and child-rights advocates by providing empirical evidence for strengthening child-centered learning environments. The findings of this study regarding the relationship between disciplinary practices and its influence on holistic development could be the evidence for creating safe, equitable and nurturing environment for children.

Stating the Research Problem

Disciplinary practices are essential mechanisms in early childhood education and care as they shape child behavior, their learning experiences and ensure their holistic development (Prins et al., 2019). According to Islam (2024), early childhood is a foundational stage of holistic development of children where they enhance their physical skills, socio-emotional skills, cognitive skills and creative skills; though ECD

teachers are adopting several violent disciplinary practices challenging children's developmental outcomes and rights. Despite this, violent disciplinary practices such as spanking, slapping, hitting, uncomfortable position causing physical pain and harm to children are being implemented by ECD teachers to manage classroom and behavior of children (Bhote & Sherpa, 2026). While discipline is a personality forming tool (Amiruddin, 2023), envisioned to promote appropriate behavior and create child-centered nurturing environment, the disciplinary practices practiced by ECD teachers differ considerably across different demographic variables including their age, experience, trainings, qualification and school type. In many countries, including Nepal, disciplinary practices in ECD settings are serious concern and practices of violent disciplinary practices continue coexist with non-violent disciplinary practices (UNICEF, 2025); despite violent disciplinary practices are legally banned in several countries such as Austria, Croatia, Cyprus, Denmark, Finland, Germany, Israel, Italy, Latvia, Norway, Sweden, USA, China, Korea, Japan, India and Nepal as well (Gershoff et al., 2019; Khanikar & Bhattacharjee, 2025; Miller, 2016; Nasir et al., 2025). Last year (2025), UNICEF conducted a study revealing approximately 400 million children below 6 years globally experiences violent disciplinary practices including physical punishments which reflects that violent disciplinary practices are being practiced and normalized in societies. According to Latif et al. (2020), children are being given violent disciplinary practices at educational institutes by their caregivers and teachers is due to lack of awareness and monitoring. In Nepal (End of Corporal Punishment, 2022), outmoded methods of disciplining children were slapping, ear / finger twisting, hair pulling, beating, kneel down, hand raise, sit-ups, chicken position, standing in corner holding ears and so on in order to correct their wrong doings and unwanted behaviors.

As per Egyir et al. (2026), though violent disciplinary practices are banned and emphasis given to use of non-violent disciplinary practices, a practice of violent disciplinary practices are common resulting impacts on socio-emotional regulation, raise in aggressiveness, degraded academic outcomes and weaker teacher-child relationship. Similarly, a study conducted by Cuartas et al. (2025) and Duarte et al. (2022) revealed that violent disciplinary practices result poor early childhood development associated with long-term psychological issues, reduced cognitive skill development, raise anxiety, fear, reduced self-esteem, poor socio-emotional regulation, reduced classroom participation and decrease in academic outcomes;

negatively influencing holistic development of children (Prasanna, 2026). These results reflect that violent disciplinary practices are an ineffective disciplinary practice, especially among children below 8 years as brain development and emotional regulation are very sensitive in this duration. The report settings (End Corporal Punishment, 2018) highlighted that practice of violent disciplinary practices on children results violent behavior by those children to solve conflicts in their lives. Likewise, another study conducted by WHO (2021) resulted that children exposed to violent discipline during their early childhood show psychological and behavioral outcomes with aggressive behavior, anxiety, and depressive symptoms. On the contrary, the study conducted by Aggarwal (2026) showed that non-violent disciplinary practices are linked with motivation, self-regulation, prosocial-emotional behavior, resilience and enhanced learning outcomes.

If the practice of violent disciplinary practices continued in ECD settings without knowing their negative impacts on developmental outcomes of children, they might challenge children's holistic development and compromise the child-centered quality education in nurturing environment. Thus, studies conducted across several countries showed that practice of violent-disciplinary practices are linked with opposing developmental, behavioral and learning outcomes; whereas non-violent disciplinary practices are associated with self-esteem, confidence, emotional regulation and holistic development of children. Although these studies provide significant evidence supporting non-violent disciplinary practices, most of the research has been conducted in countries other than Nepal and has primarily focus on secondary schools and parental disciplinary practices at home rather than ECD settings by ECD teachers. Furthermore, most of the research (Abbas, 2023; Akdemir & Aydemir, 2025; Ali, 2026; Amalia et al., 2023; Avezum et al., 2022; Bhote & Sherpa, 2026) examined only one dimension of the child's holistic development such as learning process, behavior management, personality formation, academic achievement rather than holistic development of children covering their physical development, communication skill development, socio-emotional development, creativity development and cognitive development.

In our context, empirical evidences regarding disciplinary practices in ECD settings remains limited. Existing studies have largely focused on secondary students, corporal punishments, parent care, domestic violence with very little attention given to practice of different forms of disciplinary practices in ECD settings (Bhote &

Sherpa, 2026; Kandel et al., 2017; Khanal & Park, 2019). Quantitative studies regarding practice of different disciplinary practices and influence on holistic development is particularly rare. Moreover, there is limited knowledge regarding practice of different forms of disciplinary practices vary across ECD teacher's demographic variables including their age, academic qualifications, trainings, experiences and school type. Due to this lack of empirical evidences, it restricts ECD teachers, ECD leaders, policymakers and educational institutes from developing evidence-based interventions promoting non-violent disciplinary practices and reducing the practice of violent practices. Thus, this study seeks to fulfill these gaps by quantitatively examining the practice of different forms of disciplinary practices in ECD settings and influence on holistic development of children in ECD settings. The findings of this study are expected to provide a stronger empirical evidence base for reducing the practice of violent disciplinary practices and replacing by non-violent disciplinary practices supporting children's holistic development.

Purpose of the Study

The purpose of this study is to examine the most commonly practiced disciplinary practices at ECD settings and its influence on holistic development of children.

Research Questions

The major research question of this study in order to address the purpose is,

1. What forms of disciplinary practices are most commonly practiced by ECD teachers at ECD settings?
2. To what extent ECD teacher's choice of disciplinary practices differed across different demographic variables?
3. What is the influence of different disciplinary practices on holistic development of children?

Hypotheses

Hypothesis 1:

ECD teachers' choice of disciplinary practices is differed across demographic variables (Gender, Ethnicity, School Type, Age, Qualification and Trainings).

Hypothesis 2:

There is a significant influence of different disciplinary practices on holistic development of children in ECD settings.

Rationale for the Study

Violent disciplinary practices are banned in our context (Act relating to Children 2018; Constituent Assembly Secretariat [CAS], 2015) and many studies showed that it has negative impact on children's development (Duarte et al., 2022). Thus, it is crucial to understand either ECD teachers are implementing it or not in ECD setting and its influence on holistic development of young children.

Specially, this kind of study is important in our context where violent disciplinary practices are legally banned but such practices are still being practiced in school or preschool settings which showed that till date (Bhote & Sherpa, 2026), teachers are influenced by traditional practices, beliefs and culture. Even though, our law has recognized violent practices including physical punishments and psychological punishments violates children's right; many ECD teachers are implementing violent disciplinary practices as an acceptable or necessary practice (Sharma et al., 2025). Exploring the disciplinary practices of ECD teachers helps us to identify the gap between our legal policy and actual classroom practices; which will support the development of child friendly and child appropriate practices.

The matter of implementation of violent disciplinary practices at educational institutes is continued to be sensitive and critical issue globally, specifically in ECD settings (Iskandar et al., 2024). Even though there is increasing consensus on young children's rights, their safety and promotion of use of non-violent disciplinary practices, violent disciplinary practices are being practiced due to traditional beliefs, cultural norms and lack of awareness (Ganapathy et al., 2022). This study examines the use of different forms of disciplinary practices and its influence on holistic development of children; holds significant value at practical, societal levels and policy levels.

The results from this study have direct relations with practical implications for ECD teachers and ECD leaders. ECD teachers become more aware of how their practices regarding implementation of violent and non-violent disciplinary practices are influencing children's holistic development. For preschools, this study provides a foundation for reconsidering the use of different disciplinary practices which influence on holistic development of children. It can support for safer, inclusive, emotional and developmentally appropriate environment for every child by advocating the use of non-violent disciplinary practices instead the use of violent practices. The study also emphasizes for requirement of professional skill

development trainings to ECD teachers regarding implementation of non-violent disciplinary practices at preschool settings. The study also encourages ECD teachers not to treat non-violent disciplinary practices as a set of techniques only, rather than this the study encourages them to cultivate sympathy, empathy, reflective behavior and ethical responsibilities among ECD teachers for the holistic development of children.

This study also holds significant support for child education policy and child rights advocacy. Due to significant gaps between policy and implementation, many countries are facing challenges though they have banned violent disciplinary practices at educational settings (Smarrelli et al., 2024). Further this study explains that policy reforms and policy making alone is not enough to eradicate violent disciplinary practices from educational settings including preschools. The findings suggest policymakers by emphasizing the need for comprehensive strategies which connects legal frameworks with ECD teacher support, community engagement and cultural dialogue. Eventually, the study supports for revising and creating such environment which ensures the well-being and holistic development of children.

Delimitations of the Study

This study focuses on three primary variables; violent disciplinary practices, non-violent disciplinary practices and indicators of holistic development. Other factors which could influence child's holistic development like parental engagement, home environment, family income, community environment, peer interactions are not included in the main analysis. While these variables are very important, including them in this study would have expanded this study beyond its feasible scope. This exclusion helps researchers to focus on relationship of ECD teacher with practice of different disciplinary practices and influence on holistic development. This study was conducted in a specific short period of time, so the responses may reflect the perception of the ECD teachers at that time only, as the attitude, awareness, and perception may change over time.

The findings of this study were interpreted through Bandura's Social Learning Theory and Piaget's Moral Development Theory. These theories have delimitations. Bandura's Social Learning Theory (Bandura, 1977) explained how young children could learn behaviors by observing and imitating their adults; exposure to violent disciplinary practices could contribute to the learning of violence. However, the theory should not be used to conclude that exposure to violent disciplinary practices

inevitably produces violent and aggressive behavior as children's responses, their behavior is also shaped by their immediate environment, family, care givers, society, culture and contextual factors (Goodnight et al., 2017). Likewise, Piaget's Moral Development Theory (Piaget, 1952) explained children's moral understanding develops gradually through interactions with adults and peers, mainly through changing conceptions of rules and authorities. However, this theory doesn't provide a wide-range explanation of all psychological, socio-emotional or cultural mechanism through which different disciplinary practices could affect children's holistic development.

Organization of the Study

This study is segregated into seven different chapters. In first chapter (Chapter I), background of the study was explained along with problem statement, research purpose, research questions, hypothesis and delimitation of the study. In second chapter (Chapter II), relevant literatures were reviewed and explored the foundational theories of this study. Third chapter (Chapter III), research methodology, philosophical orientation, research design, sample of the study, data analysis, reliability, validity and ethical considerations were explained. Fourth chapter (Chapter IV) focused on all three research questions i.e. various forms of violent disciplinary and non-violent disciplinary practices being practiced by ECD teachers along with demographic variables of the respondents and influence of these disciplinary practices on holistic development of children. Fifth chapter (Chapter V) presented findings and discussions of the study. Finally last chapter (Chapter VI) presented a recap of the study along with the conclusion and implications of the study.

CHAPTER II
LITERATURE REVIEW

Initially this chapter includes the ideas about violent disciplinary and non-violent disciplinary practices practiced in ECD settings. Further this chapter incorporates the theoretical and real-world implications for children's learning outcome and their holistic development. This chapter also presents various concerns and deliberations about the different types of disciplinary practices practiced at ECD settings which is followed by various literature reviews on forms of disciplinary practices and perception of ECD teachers regarding influences on holistic development of children. In addition, appropriate child's moral development and social behavior learning theories like Albert Banura's Social Learning Theory and Jean Piaget's Moral Development Theory are studied and presented to understand how ECD teachers adopt different disciplinary practices and how those practices influence their socio-emotional skills, cognitive skills, communication skills, creative skills and physical skills. The chapter further presents the relevant background of different disciplinary practices in ECD settings, with a focus on present-day practices toward non-violent disciplinary practices. It concludes with developing a conceptual framework showing relationship between different types of violent disciplinary and non-violent disciplinary practices, and influence on children's holistic development at ECD settings.

Understanding Discipline and Disciplinary Practices Practiced at ECD Settings

The word "discipline" is derived from the Latin word disciplina, which means "instruction and training". It is directly connected to two words "discere" which means "to learn" and "discipulus" which means "pupil" or "student" (Merriam-Webster, 2026). In Cambridge dictionary, discipline is explained as a training which makes children more willing to obey or more willing to control themselves either as a rules or punishments (if rules were broken) or the behavior shown by children by this training (Discipline, 2026). According to Jinot and Munirah (2021), discipline is the absence of misbehavior or wrong doings of the children and the child's responsibility to make the difference between good and bad or right and wrong; and what is acceptable and not acceptable at educational institutes. Likewise, disciplinary practices are the strategies or practices implemented by teachers and caregivers in

order to guide children's behavior, correct children's wrong doings, teach children about self-regulation, set boundaries and promote socially acceptable actions (Jinot & Munirah, 2021). In today's context in early childhood education and care, discipline is viewed as ECD teachers' quality of educating, guiding and teaching children rather than a punitive system (Brinta, 2025). According to Oxley and Holden (2021), disciplinary practices are understood as positive behavioral support, collaborative tasks and being proactive in order to solve conflicts and problems rather than responding via giving punishments.

At ECD settings, ECD teacher practices different disciplinary practices as a strategy to manage classroom and children's behaviors (Tamang & Sherpa, 2025). These practices vary from violent disciplinary practices including spanking, slapping, hitting, scolding, threatening, humiliating, uncomfortable positions etc. to non-violent disciplinary practices such as positive reinforcements, communication-based strategies etc. (Jinot & Munirah, 2021). Despite worldwide advocacy against violent punishments to children, several studies showed that children are experiencing different forms of violent disciplinary practices at ECD settings for their wrong doings and classroom discipline (Cuartas, 2021; Islam, 2024). In connection to these studies, several other studies revealed that violent disciplinary practices are associated with negative developmental and learning outcomes such as aggression, anxiety, stress, weaker physical development, poor socio-emotional development, less cognitive development (Avezum et al., 2022). In contrary, a study conducted by Heilmann et al. (2021) revealed that non-violent disciplinary practices including positive reinforcements, communication-based strategies, positive discipline which are practiced at ECD settings are associated with improved developmental and learning outcomes.

Influence of Violent Disciplinary Practices on Holistic Development

Violent disciplinary practices refer the use of physical force causing physical pain and discomfort in order to correct or manage the wrong doings of children and manage classroom (Gershoff & Grogan-Kaylor, 2016). In ECD settings, violent disciplinary practices may include painful punishments such as slapping, beating, spanking, uncomfortable positions (stand in one leg, raise both hands, chicken position etc.), pinching, twisting ears etc. In many countries, teachers are implementing violent disciplinary practices to students as an effective and immediate practices to manage their behavior and classroom discipline (Lwo & Yuan, 2011).

Although, violent disciplinary practices like physical punishments, psychological punishments and any other forms of punishments are banned in educational institutes in Nepal (Constituent Assembly Secretariat [CAS], 2015; Mishra et al., 2010), it is continued being practiced by teachers may be due to lack of awareness, lack of professional development trainings, attitude or beliefs (UNICEF, 2025). Young children are the most vulnerable to the negative outcomes from violent disciplinary practices as they are in their early development stage which is critical stage of holistic development i.e. cognitive development, socio-emotional development, language development, creative development and physical development. A study conducted by Curtas et al. (2020) found that violent disciplinary practices control the behavior of children temporarily but it negatively impacts on cognitive development, self-regulation and positive behavioral development in the long run; and also revealed that children who has experienced violent disciplinary practices are more likely to develop aggressions, anxiety, stress, fear and poor socio-emotional development. Violent disciplinary practices can be categorized into two different types: physical punishment and psychological punishment (Megahed et al., 2025; Mim & Masud, 2025; Pandey, 2025).

Physical Punishment

Physical punishments refer to use of physical energy to control the wrong doing of children and to manage the classroom which includes slapping, spanking, hitting, pinching, twisting, force children to stand in a corner or outside the classroom, sit-ups etc. resulting increased behavioral problems in children, decreased socio-emotional regulation and weaker developmental outcomes (Curtas et al., 2020). A systematic review of 34 articles by Avezum et al. (2022) revealed that 94% of the reviewed studies showed that there was significant relation between physical punishment and negative influence on holistic development of children with development of negative behavior such as aggression, anxiety, stress, poor social behavior and lesser emotional regulation. These results strongly reflected those physical punishments impact negatively on holistic development of children.

In ECD settings, ECD teachers often use physical punishments like spanking or hitting to correct children's behavior like inattentiveness, fighting, crying, throwing objects or disobey classroom rules; which could be due to large class size, lack of awareness or lack of training on non-violent disciplinary practices (Heilmann et al., 2021) and such kind of physical punishments reduces children's socio-emotional

regulation. Early childhood development stage is foundational stage where children's holistic development is highly sensitive towards its environments and adults including ECD teachers (Chandra, 2024). So, if a child is repeatedly exposed to physical punishment, it impacts negatively on children's development (Akdemir & Aydemir, 2025). Hence, a study conducted by Quail and Ward (2023) revealed that eradicating physical punishment and replacing it with non-violent disciplinary practices is crucial for holistic development of children.

Physical punishments are being practiced at educational institutes in order to discipline children (Bhote & Sherpa, 2026) but it could negatively influence their holistic development including their physical development, socio-emotional skill development, cognitive development, creative skill development and communication skill development (Curtas et al., 2020). Children who experienced physical punishment could develop fear, anxiety, aggressions, low self-esteem, weaker teacher-child relationships, low interest in learning and poor learning outcomes. These problems could affect their learning, emotional regulation and social skills. Because of these possible impacts, it is important to study how violent disciplinary practices like physical punishments could influence holistic development of children.

Psychological Punishment

Psychological punishment, also known as emotional or verbal punishment, is such violent disciplinary practices which cause fear, embracement, distress, scolding, threats, humiliating, labeling, bullying; used by teachers to control behavior of children at educational institutes (Guldeste et al., 2024). It is less visible compared to physical punishment. Even though psychological punishment doesn't involve any kind of physical forces, it could cause equally or even more harm to children's holistic development by affecting their confidence, self-esteem and socio-emotional security (Heilmann et al., 2021; Zha et al., 2024). Early childhood development phase is a critical and crucial time period for the socio-emotional regulation of children and during this phase, children depend on positive interactions with their teachers and caregivers in order to feel safe and belonging. In ECD settings, psychological punishment could be shouting / scolding / yelling at children, humiliating them in front of their peers, labelling them as "bad" or "lazy" or "naughty" or "liar" and threatening them. Such practices are practiced by ECD teachers to control classroom and children's behavior, though researches demonstrated that psychological punishment negatively impacts children's holistic development (Kruger et al., 2020).

Psychological punishments like this hinders developmental processes by creating inappropriate, fear-based learning environment for children. A study conducted by Zhang and Zhu suggested (2023) that psychological punishment results both internalizing behavioral problem such as anxiety, fear, stress, depression, low self-esteem; and externalizing behavioral problems such as aggression, disobedience and troublemaking behavior. Children experiencing psychological punishment from their ECD teachers may learn that such punishments are acceptable way of solving conflicts and manage classroom; which negatively influence their social relationships in future with increased behavioral problems and reduced emotional stability.

Influence of Non-violent Disciplinary Practices on Holistic Development

non-violent disciplinary practices are the strategies practiced by teachers to manage classrooms and behavior of children without use of any kind of violent disciplinary practices such as physical punishments and psychological punishments (Lee, 2023). In early childhood settings, non-violent disciplinary stresses developmentally appropriate practices, encouragement, emotional support, guidance for positive behavior instead of violent disciplinary practices; in nurturing and caring environment. Recent studies support non-violent disciplinary practices as the most effective disciplinary practices endorsing safe learning environment for the holistic development of children (Heilmann et al., 2021). According to Hosokawa et al. (2024), in order to control the behavioral issues of children, ECD teachers should implement non-violent disciplinary practices to enhance their socio-emotional regulation and increase their academic performances. Prioritizing non-violent disciplinary strategies in ECD settings ensures long-term benefits for child development. Non-violent disciplinary practices can be categorized into different categories (Estiningsih et al., 2023; Tantu & Eleison Oloi Marina, 2023) such as Positive reinforcements and Communication-based practices.

Positive Reinforcements

In context of Nepal, positive reinforcements are more effective and developmentally appropriate behavior such as praise, giving sticker or star, words of affirmation, prizes, participation in rule formation rather than violent disciplinary practices (Bhote & Sherpa, 2026). Positive reinforcements are being practiced as an effective practice for managing and improving children's behavior (Shaikh & Nadaf, 2026). According to Prime et al. (2023), Positive reinforcement is widely practiced in ECD settings to manage classrooms by shaping the desirable behavior of children by

praising (such as “well done”, “very good”, “good job”, clapping, thumbs up), rewarding (such as token, stickers, stars, reward charts, star charts), redirecting, encouraging, acknowledging, motivating or other positive consequences; avoiding overly use of materialistic rewards to avoid dependency of children on external materialistic rewards; significantly improving children’s cognitive development and socio-emotional regulation. Similarly, a study conducted by Haines et al. (2023) highlighted that positive reinforcement strategies enhance children’s socio-emotional regulation, empathy, social interaction skills, self-confidence, responsibility, classroom participation feeling valued and belonging. In ECD settings, positive reinforcement practices are developmentally appropriate as children respond quickly to positive feedback and emotional support from their ECD teachers.

Communication-based Practices

Communication-based practices such as solving conflicts, having dialogues, explaining consequences are widely practiced in ECD settings to manage classroom, support emotional regulation of children and guide children’s behavior which strengthen the relationship between children and ECD teachers (Maharjan, 2026). This practice supports children’s socio-emotional regulation, enhance language and communication skill development, classroom participation and social competencies (Veen et al., 2018). ECD teachers implement several communication-based strategies including encouraging communication with peers, wait patiently for children’s response, dialogic communication with children, ask questions to children, verbal cues and self-reflection; widely recognized as developmentally appropriate practices than violent disciplinary practices (Nilfyr et al., 2022). According to Houen et al. (2022), teachers are practicing positive languages in soft and calm tone, encouraging children using encouraging statements rather than any punishments such as they use “Please walk slowly” rather than “Don’t run,” which makes them feel safe and participate in classroom activities actively. Communication-based strategies also include carefully listening to children’s feelings, expressions and sharing with verbal or non-verbal cues; acknowledging their feelings which strengthen the trust and bond between children and teacher. According to Partee et al. (2022), communication-based strategies improve engagement level and reduces the behavioral issues by enhancing their emotional literacy and self-regulation skills. Communication-based practices shift punitive discipline to guidance oriented disciplinary practices;

prioritizing respect, empathy and interactions which helps children to enhance their socio-emotional skills and cognitive skills.

Discipline Practices Across Teachers' Demographic Variables

Disciplinary practices in early childhood settings are different in different ECD settings depending on ECD teacher's demographic variables such as gender, age, trainings, academic qualifications and school type which was shown in study carried out by Garg (2017). Understanding these demographic variables are very important as these characters directly impacts on holistic development of children and their learning environment (Gustafsson et al., 2023; Waigera et al., 2020). Depending on these demographic variables, the role of ECD teacher could be derived by adopting different disciplinary practices in their classroom settings in order to manage their behavior and classroom (Subiarto & Wakhudin, 2021). As per Jinot and Munirah (2021), discipline practices in the ECD settings are not only a pedagogical matter but also a replication of ECD teachers' identity, their context and characteristics.

Several studies (Hedlin, 2013; Imran et al., 2024; Jony, 2025) revealed that gender of teacher's is a significant element of disciplinary practices practiced by teachers suggesting that male teachers practiced violent disciplinary practices more often than that of female teachers whereas female teachers usually implement caring, nurturing and communication-based practices. There is difference in implementation of disciplinary practices depending on gender of ECD teachers.

Likewise, different aged teachers could interact with children differently such as a younger teacher could communicate with children via rhymes, songs, open ended questions, play method; whereas a more experienced teacher could use clear routines, specific sets of instructions and experience-based descriptions. However, both are demonstrating strong emotional support and practicing communication-based practices (Koivula et al., 2022).

Another important demographic variable is teacher training which helps in shaping disciplinary practices in educational institutes (Farrol & Martir, 2026). A study revealed that teachers who are trained, they use open-ended questions and are less likely to practice violent disciplinary practices as trainings enhances awareness of child rights and non-violent disciplinary practices (Saleem et al., 2022). With the help of trainings, teachers can differentiate the differences between violent disciplinary and non-violent disciplinary practices and their impacts on holistic development of children. They can replace punishments with non-violent practices. A study conducted

by Zang et al (2026) shared that a trained teacher could say “Please share with me what happened as I can see you are upset” using open-ended questions as a non-violent disciplinary practice when a child is upset and crying. But an untrained teacher could say “Stop crying, don’t cry.”; simply giving an instruction.

According to Garg (2017), school types also influence teacher’s disciplinary practices in the classroom and public-school teachers practice violent disciplinary practices more often than that by private school teachers. Private school teachers practice non-violent disciplinary practices frequently. These differences could be difference in their trainings, institutional policies, resources, institutional environment etc.

Policy on Disciplinary Practices at ECD Settings

In Nepal, there is a legal provision regarding protecting children and students from violent disciplinary practices which are covered under the Act Relating to Children, 2075 (2018) and the Right to Free and Compulsory Education Act, 2075 (2018) under Article 39 and Article 31 of Constituent Assembly Secretariat (2015). These laws enforce a strict and “zero tolerance” policy against all forms of violent disciplinary practices including physical punishments and psychological punishments at educational institutes.

Constituent Assembly Secretariat (2015) ensures every child’s right to safety and security from any forms of violent disciplinary practices including physical punishments and psychological punishments. Article 39 clearly explained that no child should be subjected to violent disciplinary practices in educational institutes. This constitutional protection states child dignity as a fundamental right which is aligned with the United Nations Convention on the Rights of the Child (UNCRC).

The Act Relating to Children, 2075 (2018) further reinforces these protections by stating violent disciplinary practices including physical punishments and psychological punishments in educational institutes as violence against children. Under section 66, violent disciplinary practices are considered as a punishable offense, signifying Nepal’s obligation to safeguarding children from violent and abusive disciplinary practices at educational institutes. These legal reforms have shifted Nepal’s educational policies toward non-violent discipline and child-centered nurturing environments.

The Education Law in Nepal and Teachers’ Code of Conduct (Education Law in Nepal, 2026) also ban teachers from imposing any form of violent disciplinary

practices including physical and psychological punishments on children or students. These regulations highlight child-centered respectful classroom management, nurturing environment, emotional support and positive behavioral guidance rather than violent disciplinary practices. A study conducted by Bhote and Sherpa (2026) revealed that disciplinary practices implemented by ECD teachers at ECD settings are inconsistent as there is lack of professional development skills regarding child psychology, children's developmental stages, classroom management strategies and non-violent disciplinary practices. Aligning with this study, Hoekstra et al. (2024) stressed that a child friendly and nurturing environment can be shaped by well-organized classroom management tactics. Likewise, National Strategy for Early Childhood Development 2077 – 2088 (Khanal et al., 2020) also emphasized need of child-centered and nurturing environment for holistic development of children. The policy emphasizes play-based learning, emotional safeguarding, harmonious teacher-child bonding and non-violent disciplinary practices are the essential factors of quality early childhood education and care.

Despite comprehensive regulations, Multiple Indicator Cluster Survey 2024 / 25 report (2026) indicated that 79% of Nepali children aged 1 year to 14 years had experienced different forms of violent disciplinary practices at educational settings. Such results showed a considerable gap and disconnection between legal provisions and real practical scenarios at classrooms.

Theoretical Groundworks

According to Grant and Osanloo, "the theoretical framework is the "blueprint" for the entire dissertation inquiry" (2014). It guides the researcher to build and support study. It also provides the foundation to define how researcher philosophically, epistemologically, methodologically, and analytically approach the study as a whole. For this study, Albert Bandura's Social Learning Theory and Jean Piaget's Moral Development Theory provide strong theoretical foundations for underpinning how disciplinary practices at ECD settings influence children's behavior, socio-emotional regulations, learning outcomes, moral understanding and holistic development.

Social Learning Theory

Social Learning Theory is one of the most influencing theories which explains how children learn behaviors through observations, imitations, modeling and reinforcements which was developed by Albert Bandura (Bandura, 1977) and suggested that children learn behaviors, attitudes and emotions by observing their

teachers, parents, grandparents, friends, neighbors and other caregivers. According to this theory, children not only learn certain behavior from direct experiencing them but they also develop their own knowledge by observing the actions and moments happened to others in their surrounding environments (Manik et al., 2022). They imitate those actions and implement them with their friends, parents, teachers as well.

In the context of this study, Social Learning Theory suggests that different forms of disciplinary practices implemented by ECD teachers observed as behavioral model for children. When ECD teachers implement violent disciplinary practices such as spanking, slapping, hitting by objects, pinching, sit-ups, stand in a corner etc., children might learn that these violent disciplinary practices are acceptable and appropriate way of managing classroom, managing behavior, solving conflicts, controlling children or being authoritative (Cherry, 2026). In contrast, when ECD teachers practice non-violent disciplinary practices such as praising, dialogues with children, encouragement, positive reinforcements, explaining consequences, setting rules, self-reflection; then children learn empathy and develops socio-emotional skills, communication skills, self-regulation and problem-solving skills. A meta-analysis conducted by Pan et al. (2024) systematically reviewed 35 studies concluded that children who had experienced violent disciplinary practices showed aggression, stress, violence and antisocial behavior. Further, the study conducted by Amsari et al. (2024) revealed that children who had repeatedly experienced or observed violent disciplinary practices, for them aggression is normalized and they took these practices as normal way of resolving conflicts and managing situations.

Bandura's Social Learning Theory highlighted reinforcements as well (Koutroubas & Galanakis, 2022). Children not only imitate violent disciplinary practices they experienced or observed; they also imitate behaviors which are rewarded and tend to avoid such behavior which results punishments from their teachers; strengthening children's participation and learning (Li, 2026). According to Bhote and Sherpa (2026), positive reinforcements like praising, rewarding, explaining, communication, emotional support and encouragement enhance children's behavior as children link these behaviors with positive results.

Conversely, violent disciplinary practices suppress unwanted and undesirable behavior of children temporarily but fails to teach children about appropriate behavior. A study conducted by Quail and Ward (2023) resulted that the practice of non-violent disciplinary practices among children enhance their emotional regulation,

motivates for positive behavior and strengthen relationships with adults; emphasizing that implementing non-violent disciplinary practices such as communication, positive reinforcements, emotional support, empathy and praising enhances socio-emotional development in children.

For this study, Social Learning Theory recommends that ECD teachers who are practicing violent disciplinary practices such as spanking, hitting, sit-ups, stand in corner, pinching etc. could unintentionally and unconsciously model aggressive behavior to children, encouraging them to imitate such negative behavior while interacting with their friends, teachers, parents or others (Abusini & Abdullah, 2025). In contrary, ECD teachers who are practicing non-violent disciplinary practices such as praising, positive reinforcements, encouragements, communication, rewards, self-reflection and self-regulation; motivates children to model positive behavior and encourage them to cooperate, self-reflection, self-control which enhances their socio-emotional skills.

Bandura's Social Learning Theory is one of the main theories modeled in this study to analyzed how different disciplinary practices influence children's holistic development. Further, this theory helps to clarify how violent disciplinary practices could affect different developmental areas of children's holistic development including physical, socio-emotional, cognitive, creative and communication skill development. Children who are often experiencing or observing any form of violent disciplinary practices could become fearful, anxious, aggressive, lower self-esteem, lower confidence, lower emotional regulation, low performance and weaker relationships with their teacher. Likewise, if children are experiencing and observing non-violent disciplinary practices, they could control their emotions, motivates for positive behavior and strengthen relationships with adults (Quail & Ward, 2023). In this study, violent disciplinary practices (such as physical punishment and psychological punishments) and non-violent disciplinary practices (such as positive reinforcement and communication-based practices) are independent variable and holistic development is the dependent variable whereas holistic development of children is measured through physical, cognitive, creative, socio-emotional and communication skill development. This theory offers an important framework for understanding and rendering the relationship among violent disciplinary practices, non-violent disciplinary practices and children's holistic development.

Piaget's Moral Development Theory

Jean Piaget's Moral Development Theory (2013) explained how children's understanding of disciplines, rules, regulations, justice and morality develops through their cognitive development and social interactions. In this book, Piaget explained that children improve via two stages of moral development: Heteronomous morality (5 to 8 years) and Autonomous morality (9 years above).

During the heteronomous morality phase, morality among children is highly influenced by their adults including ECD teachers and they view rules as fixed and sacred laws (Tulak et al., 2022). Children believed that they should be obedience otherwise they would be punished for their wrong doings. They accept any form of punishments in this stage as they were given by their authority figure like ECD teachers. Even children believed that whole class could be punished by wrong doing of single student in a class. Thus, in this stage, disciplinary practices implemented by ECD teachers significantly influence children's moral judgements as they depend on their teachers for understanding right or wrong and good or bad (Molchanov, 2013). As children grows, they progressively move towards another stage i.e. Autonomous morality (9 years above). In Autonomous morality stage, children understand that rules and regulations can be changed, they are not fixed. Children began to develop their own moral reasoning behavior (Marshall & McAuliffe, 2022).

For this study, Piaget's Moral Development Theory recommends that during early childhood development, implementing violent disciplinary practices to children encourages them to be obedient and follow the rules set by ECD teachers because they are fear of being punished rather than genuinely understanding the moralities (Amalia et al., 2023). In this heteronomous morality phase, children believed that authority depends on power and compulsion rather than equality. Such behavior doesn't contribute to autonomous moral reasoning behavior; hampering their holistic development. In contrary, non-violent disciplinary practices like praising, rewarding, communication, encouragement and positive reinforcement help children to understand the moral reasons behind the laws, rules and their expected behavioral outcomes (Amalia et al., 2023; Yahaya, 2022). Through non-violent disciplinary practices, children develop moral judgement, self-regulation, empathy, social interactions and self-discipline; enhancing their holistic development.

According to this theory, ECD teachers who are practicing non-violent disciplinary practices, they are supporting and motivating children for moral

reasoning, self-regulation, social interactions, self-reflection and emotional regulation. Conversely, ECD teachers practicing violent disciplinary practices are limiting children's understanding towards moral reasoning. Hence, this theory provides a framework on understanding the influence of disciplinary practices on moral, socio-emotional and holistic development of children in ECD settings

This study is guided by Bandura's Social Learning Theory and Piaget's Moral Development Theory to explain how different forms of disciplinary practices could influence holistic development of children. Both theories garnish each other by elaborating how children learn from different disciplinary practices and how these practices affect their moral thinking and their holistic development. Bandura's Social Learning Theory clarified how children learn behaviors of their ECD teachers by observing, imitating, modeling and positive reinforcement. When ECD teachers are implementing violent practices on children repeatedly, they might learn that violence and aggressive behavior are acceptable practices to control situations or behavior or resolve conflicts. Thus, they might imitate these behaviors to their friends, teachers or parents which could influence their socio-emotional regulations, behavioral development; negatively impacting on their holistic development.

On the other hand, Piaget's Moral Development Theory clarified how practice of different disciplinary practices shapes moral reasoning capabilities of children and understanding of right and wrong doings. Piaget anticipated that children often view rules and regulations as fixed and follow them to avoid violent disciplinary practices (heteronomous morality). Thus, as children grows, they develop autonomous morality and understand intentions behind every actions. Violent disciplinary practices might hinder this transition from heteronomous morality to autonomous morality by encouraging children to follow the rules out of fear and trauma rather than understanding the moral values behind the rules. So, violent disciplinary practices influence moral reasoning, problem solving, decision making and strengthening social relationships; negatively influencing holistic development of children. Hence, the combination of these two theories provides a complete framework for understanding the influence of different disciplinary practices on holistic development of children.

Research Gap

Earlier studies have widely studied about the disciplinary practices in ECD settings, outside Nepal, specially focusing on violent disciplinary practices and its impact on children's holistic development. For example, a study conducted by

Gershoff and Grogan-kaylor (2021) and Heilmann et al. (2021) reflected that violent disciplinary practices are ineffective practices in promoting positive behaviors in children and children who experienced violent disciplinary practices during their early childhood development showed behaviors like aggression, stress, anxiety, antisocial behavior and negative impact in their learning outcomes.

According to the study conducted by UNICEF (2020) and Save the Children (2023) in the context of South Asia revealed that violent disciplinary practices are being practiced among children in educational institutes and ECD settings despite legal prohibitions in most of the countries in South Asia and negative impacts of violent disciplinary practices on children's health, well-being, physical development, psychology, cognitive development and learning outcomes. In Pakistan, one of the studies conducted by Kamran and Kazi (Kamran & Kazi, 2024) stated that more than half of the children have experienced some form of physical punishment and emotional punishments which results in learning difficulties, weak memory, anxiety, stress, depression and staying lonely. In contrast, children who have experienced non-violent disciplinary practices from their caregivers found that they are good in communication, confident, strong memory power, stable and strong wellbeing.

On the other hand, studies are also carried out focusing non-violent disciplinary practices including positive reinforcement, communication-based strategies and child-centered strategies. Recent study conducted by Yu et al. (2024) highlighted that non-violent disciplinary practices improve children's disruptive behaviors via improving their emotional regulation; strengthening children – teacher relationships. Similarly, a descriptive survey study conducted by Shaikh and Nadaf (2026) reveled that positive disciplinary practices increase children's learning outcomes and learning engagement. However, most of these studies were carried out in Western or outside Nepal.

In the context of Nepal, phenomenological research carried out by Bhote and Sherpa (2026) found that ECD teachers are practicing non-violent disciplinary practices such as positive reinforcement, classroom rules, communication, emotional support and child-centered practices to manage children's behavior. Another small-scale exploratory and descriptive qualitative research (Pandey, 2024) revealed that teachers from secondary level are practicing different types of disciplinary practices to handle classroom behavioral problems. A narrative inquiry research design under the qualitative method conducted by Sharma et al. (2025) among 13 mothers of

children attending ECD centers; revealed that respondents were implementing violent disciplinary practices to control misbehavior of children and to trigger learning though these practices had negative impacts on children's holistic development.

However, all of these studies in context of Nepal are descriptive in nature and do not quantitatively examine the different forms of violent and non-violent disciplinary practices being practiced at ECD settings; along with the influence on different domains of holistic development including physical skill development, cognitive skill development, communication skill development, creative skill development and socio-emotional skill development. Furthermore, we could find several international literatures highlighting the effectiveness of non-violent disciplinary practices and negative impacts of violent disciplinary practices on children's holistic development, but there are very few empirical evidences in Nepal which statistically explores the practices of different disciplinary practices and their impacts on children. Most of these studies did not incorporate the Bandura's Social Learning Theory and Piaget's Moral Development Theory to clarify how different disciplinary practices influence children's learning outcomes and moral reasoning in their childhood.

Hence, there is a clear research gap in understanding different types of violent and non-violent disciplinary practices being implemented by ECD teachers and its influence on children's holistic development quantitatively in Nepalese ECD settings. Thus, this study aims to address this gap by analyzing the influences of violent and non-violent disciplinary practices on children's holistic development in Nepalese ECD settings, using quantitative research design grounded in established child developmental theories.

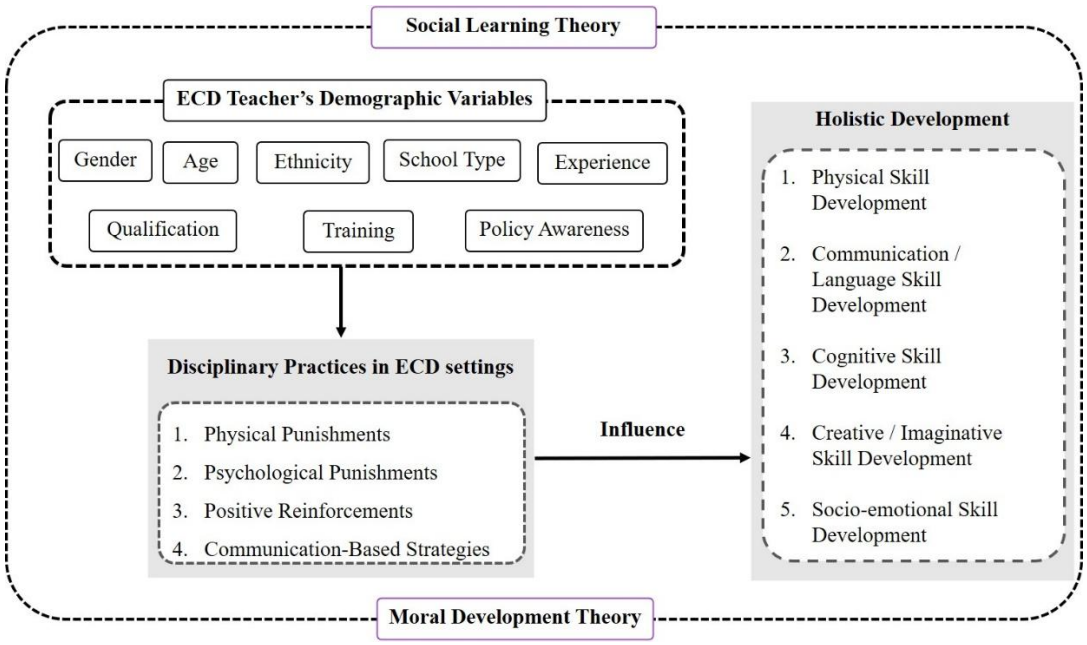
Conceptual Framework

The figure 2 represents the conceptual framework developed for this quantitative study to examine the different types of practiced disciplinary practices at ECD settings and the influence on holistic development of children. The conceptual framework showed two types of disciplinary practices: violent and non-violent disciplinary practices. Violent disciplinary practices include Physical punishments and Psychological Aggressions. These practices are expected to result negative influence on holistic development of children because they may develop fear, anxiety, stress, depression, low self-esteem; and externalizing behavioral problems such as aggression, disobedience and troublemaking behavior (Avezum et al., 2022; Curtas et

al., 2020; Guldeste et al., 2024; Kruger et al., 2020). In contrary, non-violent disciplinary practices include positive reinforcements and communication-based strategies. These practices are expected to result positive influence on holistic development of children by enhancing their self-regulation, self-redirection, co-operation and emotional security (Estiningsih et al., 2023; Gustafsson et al., 2023; Haines et al., 2023; Nilfyr et al., 2022; Prime et al., 2023). The conceptual framework incorporated two major theories; Bandura's Social Learning Theory and Piaget's Moral Development Theory to enlighten how different disciplinary practices being implemented to children impacts on their learning outcome, behavior, moral reasoning and their developmental outcomes.

Figure 2

Conceptual Framework of Disciplinary Practices in ECD Settings



The framework also represents its eventual outcome i.e. holistic development of children consisting Physical skill development, Cognitive skill development, Communication / Language skill development, Socio-emotional skill development and Creative skill development. The framework suggested that violent disciplinary practices negatively influence these developmental domains whereas non-violent disciplinary practices positively influence these developmental domains.

The framework also showed the relationship between independent variables (Physical punishments, psychological punishments, Positive reinforcements and Communication-based practices), dependent variables (Physical skill, Cognitive skill,

Creative skill, Language development and Socio-emotional skill) and extraneous variables (Age, Gender, School Type, Qualification, Trainings, Experiences, Ethnicity and Policy awareness).

Chapter Summary

This chapter presented different study conducted on implementation of different disciplinary practices being implemented at schools around the world and its influence on holistic development of children which was linked with the Bandura's Social Learning Theory and Jean Piaget's Moral Development Theory. The violent disciplinary practices were categorized into physical punishment and psychological aggressions; whereas non-violent disciplinary practices were categorized into positive reinforcements and communication-based practices. Several previous studies showed that violent disciplinary practices had negative influence on holistic development of children because they might develop fear, anxiety, stress, depression, low self-esteem; and externalizing behavioral problems such as aggression, disobedience and troublemaking behavior. Likewise, non-violent disciplinary practices had positive influence on holistic development of children by enhancing their self-regulation, self-redirection, co-operation and emotional security. Based on the literature reviews, policy reviews and theoretical perspectives, a conceptual framework was developed.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher explained her journey to examine the different disciplinary practices being adopted by ECD teachers and its influence on children's holistic development. This chapter begins by explaining philosophical orientation and research paradigm i.e. post-positivist. Then it discussed about descriptive survey research design. Further, this chapter discussed about research site, population, scale construction using Delphi method and sample size calculation using Yamane's formula. Then, different statistical analysis is discussed for each research questions mentioned in chapter I. After that, the researcher discussed about the reliability and validity of the survey. At the end of this chapter, ethical considerations considered during data collection are discussed.

Philosophical Orientation and Paradigm

According to the Peel (2020), philosophical orientation offers the major norms for the research design, methodology, data analysis and interpreting data of the research. It helps researcher to make decision through ontology (how reality is understood), epistemology (how knowledge is developed) and axiology (how values influence the study). This quantitative study is grounded in post-positivist philosophical orientation, as it seeks to empirically examine the influence of different forms of disciplinary practices on children's holistic development. Although this study shares several features with positivism including the use of structured close ended questionnaires, numerical measurements and statistical analysis; post-positivism offers a more philosophical groundwork as it recognizes that knowledge of social reality can be unspoken through empirical observation, measurements and statistical analysis but rather provisional, probabilistic and subject to limitations in measurement and interpretations (Burbules & Phillips, 2000). Post-Positivist paradigm is a modified scientific research paradigm which characterized by more flexible views on absolute objectivity and overcomes the limits of positivism (Jelena & Jelena, 2023).

As per Guba and Lincoln (1994), ontology is the nature of reality and what can be known about behavior of human. In this study, a realist ontology is assumed that an objective reality is existed. This study assumes that the practice of violent and

non-violent disciplinary practices and their influence on holistic development of children are real phenomena which exist in Nepalese ECD settings even though they might be experienced differently by ECD teachers and children. For instance, disciplinary practices such as physical punishments, psychological punishments, positive reinforcements and communication-based practices could be conceptualized as measurable and observable dimensions of disciplinary practices. Similarly, holistic development can be operationalized through measurable domains like physical skill, cognitive skill, creative skill, socio-emotional skill and language / communication skill development. Thus, the relationship between different disciplinary practices and holistic development could be investigated systematically through empirical data. However, human beings' attitude, experiences, behavior, perception, cultural background and feelings are involved in these phenomena (Zam et al., 2024). So, the real phenomena can be observed and measured with some errors. Thus, this study aimed to evaluate this reality by gathering data from a large sample of ECD teachers and using required statistical analysis to find out the frequency, patterns and relationship between different disciplinary practices and influence on children's holistic development.

According to Guba and Lincoln (1994), epistemology is "What is the nature of the relationship between the knower or would-be knower and what can be known?". It refers to how knowledge is acquired and authenticated. In this study, knowledge is generated through objective observation, measurement and empirical authentication. Since, educational and social phenomena are complex and cannot always be observed with absolute objectivity, a post-positivist position provides a more suitable foundation for this study. Hence, the researcher generated knowledge through systematic measurement, empirical evidence and statistical analysis while knowing that measurements might contain some error or influence of respondents and researcher. In this study, different forms of disciplinary practices practiced by ECD teachers and their perception regarding influence on children's holistic development are gathered using structured close ended questionnaires and converted into numerical data. Different statistical techniques like descriptive statistics, T-test, correlation, ANOVA and regression tests were then used to examine the relationships among variables. Thus, according to Neuman (2014), validity of knowledge is supported by statistical analysis, reliability tests (like Cronbach's Alpha) and the use of statistical tests carefully; rather than by subjective interpretations.

According to Creswell and Creswell (2018), axiology studies about how values and ethics of the study impacts overall research process. Even though this study adopted quantitative survey method producing objective and statistically valid findings, it knew that the data are obtained from ECD teachers' expressions rather than from any kind of natural or biological phenomena. In natural science research, things can be observed and measured objectively. But in case of social science research, researcher could study about human beings thought process, feelings, experiences, attitudes and perceptions; measuring what has happened and what is happening (Bhome et al., 2013). So, the data gathered through questionnaires in this study can be influenced by ECD teachers' personal thoughts, attitudes, social interactions, cultural backgrounds and their experiences. That's why the value freedom has been acknowledged in this study.

Further, the researcher recognized that the topic of disciplinary practices at ECD settings, especially violent practices (physical punishments and psychological punishments) are ethically sensitive. Thus, the researcher's values regarding children's rights, safeguarding, well-being and nurturing care might provide the motivation for undertaking the study. However, these values do not determine the statistical findings. The researcher needed to gather and analyze data systematically and report findings honestly, including findings that might not support the researcher's expectations. Thus, to reduce the potential bias, this study deployed standardized questionnaires developed through Delphi process and appropriate statistical analyses to boost reliability, validity and objectivity.

Research Design

Research design is a road map for any research which helps to identify objectives and purpose of the study, research questions, data collection method and data analysis method (Khanday & Khanam, 2019). This study implemented a descriptive survey within the post-positivist paradigm (Bhome et al., 2013) as the researcher has no control over the variables; can only present what has happened and what is happening at present context via data collected from surveys; identifying the relationship between different disciplinary practices and the children's holistic development. A descriptive survey is best fit for this study as it enables researcher to collect objective data from a large sample of ECD teachers, presenting results from wider population and stay objective (Creswell & Creswell, 2018). According to Bryman (2016), the major feature of this method is that it uses structured research tool

like survey questionnaires for collecting data which can be quantified and analyzed statistically.

During the study, a structured and closed ended questionnaires using Likert scale were prepared and shared among ECD teachers. The tool measures frequency of implementation of different disciplinary practices by ECD teachers and their perception on its influence on young children's holistic development. This research design supports the researcher to examine relationships between indicators like types of disciplinary practices and its influence on children's holistic development (Fraenkel & Wallen, 2006). With this method, this study purposes to provide evidence-based results regarding ECD teachers' practice of different disciplinary practices. The findings can support improvising existing policies, teacher professional development trainings and early childhood education practices to support child's holistic development.

Research Site and Population

Once the researcher was clear about philosophical orientations, research design and research paradigm, she developed a strategy to find out the sample for this study. In the initial phase, the researcher figured out the research site and population for this study. The researcher finalized Godawari Municipality, Lalitpur District with 14 wards as a research site as this is contextually relevant for this study. Here more than hundreds of schools with ECD settings, ECD centers and preschools from both private and public sector are functioning. This reflects that there are adequate numbers of ECD teachers in this area required for this study. The researcher could collect data required for this study from ECD teachers who have direct experience with children and disciplinary practices. This increases the probability of getting reliable and eloquent data related to the research questions. There is also variation in school features such as school type (Public or private), geographic locations and the socio-economic background of the communities. This diversity in respondents could help researcher in capturing different practices regarding disciplinary practices, making the results of this study more representative and useful.

Furthermore, the chosen research site was easily accessible for survey and data collection. Another major reason for choosing this research site is occurrence and unpredictability of disciplinary practices at ECD settings. Due to this uncertainty, the researcher could examine correlations and differences thoroughly. The accessibility of the samples for this study in this research site is also convenient for the researcher.

Also, this research site represents the broader population being studied, enhancing the generalizability of the findings similar to other municipalities.

Once the researcher finalized the research site, she visited the office of Godawari municipality, met the respective educational officer and requested to share details of schools / preschools registered required for this study. There she got the list of 107 schools registered for EMIS (Education Management Information System) number till date i.e. April, 2026. For the population of ECD teachers at schools in Godawari municipality, the researcher again visited municipality office where she met educational officer and requested to share the total numbers of ECD teachers (Numbers of teacher teaching up to class 3). As per the educational officer, they only have list of registered school's name and details. But for the exact number of ECD teachers working there, the researcher has to find out by herself either by contacting school one by one or contacting ward office personally. At first, she tried to reach all 14 ward offices via phone but most of the numbers were out of service or income barriered. Then she started calling all the schools either on land line number or direct call to principal's phone. By doing this, the researcher got the population for this study i.e. 605.

After knowing the population, the researcher needed sample size for this study. The sample size was derived from the formula of Yamane (1967). The formula is:

$$n = N / 1+N e^2$$

Where,

n = sample size

N = the total population of this study

e = the level of significant OR the margin error = 0.05

Thus,

$$n = 605 / [1+605*(0.05)^2]$$

$$n = 240$$

From this calculation at a 95% confidence level and 5% margin of error, the actual sample size for this study is 240 ECD teachers which represents the whole population of 107 schools from Godawari municipality. But for this study, as per Cohen et al. (2007), the researcher collected data from 300 respondents as this gives greater reliability and allows more sophisticated statistics to be used by random sampling techniques. Further to test the reliability of the questionnaire, pilot testing

was conducted. According to Bujang et al. (2024) and Ying et al. (2025), for pilot testing, responses were gathered from 10% of the sample size (i.e. from 30 respondents).

Random sampling technique is a probability sampling technique where every single respondent from the target population has equal opportunity of being selected for study (Noor et al., 2022; Sharma et al., 2025; Wang, 2024). This method is suitable for this study as it reduces the selection bias, improves the representativeness of the sample and makes the findings generalized to the target population. The target population of this study was 605 ECD teachers from 107 registered schools in the research site and the sample of this study was 300. At first, a complete sampling frame of all 605 ECD teachers with their school names was prepared, unique code was assigned to each ECD teacher ranging from 001 to 605. Then 300 unique random numbers were generated between 1 to 605 using online random number generator (Berman, 2026). All the generated random numbers were matched with the corresponding ECD teachers in the sampling frame. The ECD teachers whose numbers were randomly generated became the respondent of this study.

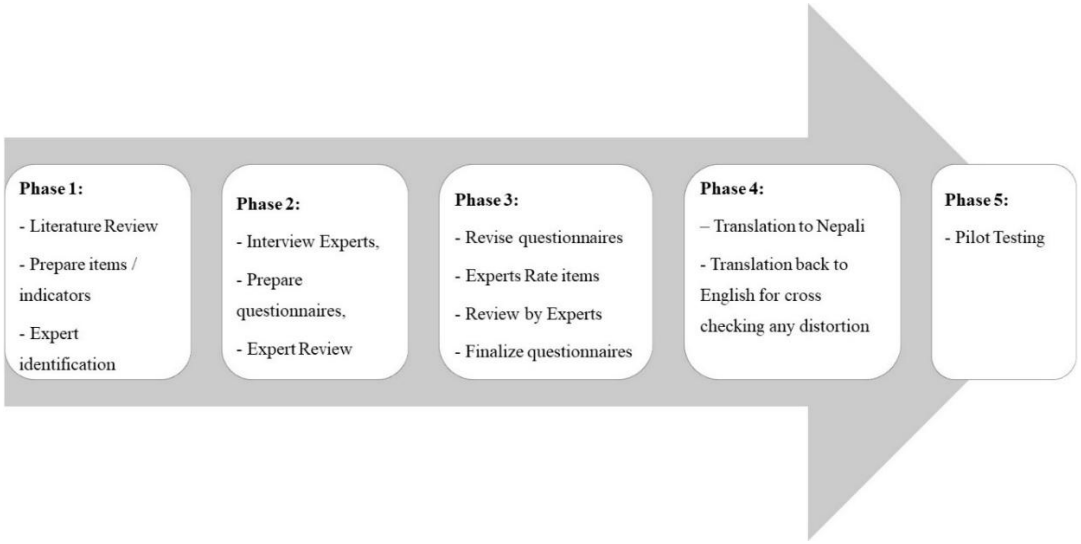
Construction of Survey Questionnaire

Construction of the survey questionnaire is the foundational process in quantitative study which helps researcher to make sure the validity, reliability and interpretability of the study. In this study, while examining ECD teachers' perception on different disciplinary practices at ECD settings and their perception on influence of disciplinary practices on holistic development of young children; rigorous scale construction is very important for accurately getting ECD teachers' perception and their practices.

The questionnaires of this study are well-structured and meaningful survey questionnaires which was developed using Delphi method as shown in figure 3.

Figure 3

Delphi Method



(Jorm, 2025; Khodyakov et al., 2020)

Delphi method is a systematic way of collecting data about different forms of disciplinary practices being practiced by ECD teachers in ECD settings and its influence on holistic development of children by asking a series of questions to the ECD experts as they are experienced and knowledgeable about ECD (Ismail & Taliep, 2023; Jorm, 2025). For constructing scale, initially the researcher went through several literatures – national / international to identify the preliminary pool of indicators for this study. Initial items for violent disciplinary practices were modified from the common punishments practiced in schools mentioned in research (Mishra et al., 2010). Likewise, the initial items for non-violent disciplinary practices were modified from the information available at UNICEF parenting (UNICEF, 2025). For the perception of ECD teachers on influences of disciplinary practices on holistic development of young children, the researcher referred a book named "Formative Assessment Resource Book based on Early Learning Development Standards (ELDS) Report Card" which was jointly developed by the Center for Education and Human Resource Development (CEHRD), UNICEF Nepal and Seto Gurans National Child Development Services (Seto Gurans National Child Development Services, 2022). With the help of this book, the researcher prepared as much possible statements under each indicator (types of violent discipline, types of non-violent disciplinary, influence on holistic development etc.). This draft scale was the first round of questionnaire for the evaluation by ten ECD experts with similar knowledge, qualifications, expertise

and having more than 10 years of experience to ensure informed judgement and reliability of the responses. According to Jorm (2025), the number of experts for Delphi process could be vary from low 3 to high 731 depending on research topic, site, methods etc.

In second phase, content validity was established through review by ECD experts. The researcher met experts and showed the initially prepared list of items for this study under violent disciplinary practices, non-violent disciplinary practices and perception on influences of children's holistic development. They suggested to revise some of the statements / words in existing scale. Further they suggested to prepare statements which are conceptually align to the purpose of this study. Based on their feedback, statements were revised and words were refined. These statements were categorized under forms of violent discipline, forms of non-violent disciplinary and perception on influence of children's holistic development. Further 'perception on influence of children's holistic development' was sub-categorized into 5 key domain areas of development including Physical skill development, Cognitive skill development, Language and Communication skill development, Socio-emotional skill development and Creative / Imaginative skill development. Each item of the questionnaires was designed as a Likert-type statement with standardized response ranging from 1 (Never) to 6 (Daily), enabling degree-based measurement of frequency of violent and non-violent disciplinary practices by ECD teachers at ECD settings. Here, the researcher implemented the Likert scale of 6 points as it gives a high-reliability value (Chomeya, 2010). Likewise, questionnaires under influence of non-violent disciplinary practices on holistic development of young children were designed as a Likert-type statement with standardized response ranging from 1 (Rarely Agree) to 6 (Strongly Agree), enabling degree-based measurement of practice of ECD teachers and influence of non-violent disciplinary practices on holistic development of young children.

In third phase, revised list of items and questionnaire were shared among the experts. They rated each statement based on clarity and relevance. The statement which was not accepted by 70% of the experts were refined or removed (Jorm, 2025). Same process occurred for 2 more round and finally the list of statements was prepared which were highly agreed by the expert panel members; ensuring that the questionnaire was reliable and suitable for this study.

After finalizing the questionnaires, the researcher translated these questionnaires into Nepali language which was checked by experts. Again, this process was carried out for several times. Finally, the Nepali set of questionnaires was finalized. To cross check whether the Nepali translation had not caused any distortions in the original meaning, the questionnaires were translated back to English (Miller, 2026) also known as back translation. The researcher found that there was no distortion in meanings in this back translation.

The questionnaires constructed via delphi process were designed as a 6- point Likert-type statement with standardized response ranging from 1 = Rarely Agree, 2 = Slightly Agree, 3 = Moderately Agree, 4 = Agree, 5 = Agree to Great Extent and 6 = Strongly Agree. According to Salleh et al. (2026), the mean scores were interpreted using equal class intervals where interval width was calculated as:

Interval Width = (Highest Score – Lowest Score) / Number of Categories

= (6-1)/6

= 0.83

The interpretation standards were: 1.00 – 1.83 = Rarely Agree, 1.84–2.66 = Slightly Agree, 2.67–3.49 = Moderately Agree, 3.50–4.32 = Agree, 4.33–5.15 = Agree to Great Extent and 5.16–6.00 = Strongly Agree. These criteria were used to interpret respondents' perceptions regarding practice of violent disciplinary practices, practice of non-violent disciplinary practices and their influence on holistic development of children.

Pilot testing was then performed in order to check the feasibility and reliability of the tool prepared for survey. With the help of this testing, the researcher can further refine the questionnaire. Andrew and Dowling (1998) stated that Pilot testing is important to identify the potential issues in the tool which might impact the reliability and validity of the study; and is conducted in small number which had "the same profile with the subjects to the study". This small group was not considered as sample of the study. For this pilot testing, the researcher collected filled survey form from 30 ECD teachers (Approx. 10% of the sample size). Initially for pilot testing, the researcher developed rapport with the school coordinator and principal of 1 of the school from research site. Scheduled a meeting with 4 ECD teachers where researcher explained the purpose of the research and how to fill up the tool too. While filling the questionnaire by 6 ECD teachers, the researcher requested them to go through the questionnaire thoroughly and fill it up in the presence of researcher where the

researcher observed patiently. One of the ECD teachers came up with new disciplinary practices not mentioned in the questionnaire and that was “We take children to principal’s office room” which the researcher found relevant for this study. Then the researcher added that statement to all 6 forms with hand written and collected the filled form. Later the researcher updated the questionnaire by adding that statement and reprinted 24 more hard copies for further pilot testing. Then distributed to 24 ECD teachers from Godawari municipalities; which were collected on next day. After collecting all the 30 filled forms, the researcher entered those data into SPSS25 to check the reliability of the tool by calculating Cronbach’s alpha coefficient. This chapter’s reliability and validity section further highlight the pilot testing result.

Reliability and Validity

In this study, the researcher performed a pilot testing in order to check the feasibility, reliability, and validity of the tool prepared for survey. With the help of this testing, the researcher can further refine the questionnaire. Andrew and Dowling (1998) stated that Pilot testing is important to identify the potential issues in the tool which might impact the reliability and validity of the study; and is conducted in small number which had “the same profile with the subjects to the study”. This small group was not considered as sample of the study. For this pilot testing, the researcher collected survey form from 30 ECD teachers (Approx. 10% of the sample size). For this, the researcher developed rapport with the school coordinator and principal of 1 of the school from research site. Scheduled a meeting with 6 ECD teachers where researcher explained the purpose of the research and how to fill up the tool too. While filling the questionnaire by 6 ECD teachers, the researcher requested them to go through the questionnaire thoroughly and fill it up in the presence of researcher where the researcher observed patiently. One of the ECD teachers came up with new statement relevant for this study. Then the researcher added that statement to all 6 forms with hand written and collected the filled form. Later the researcher updated the questionnaire by adding that statement and reprinted 24 more hard copies for further pilot testing. Then distributed to 24 ECD teachers from 2 different schools located at Godawari municipalities; which were collected on next day.

After collecting all 30 filled forms, the researcher entered the data into SPSS25 to check the reliability of the tool by calculating Cronbach’s alpha coefficient. Reliability of all the category were calculated separately as each category

were prepared to measure different context of this study. The Cronbach's alpha value for all the indicators was between 0.71 to 0.95 which is shown in table 2.

Table 1

Cronbach's Alpha Test

Theme	Indicators	Items	Cronbach's Alpha Coefficient
Violent Disciplinary practices	Physical Punishment	8	0.72
	Psychological Punishment	6	0.73
Non-violent Disciplinary practices	Positive Reinforcement	11	0.71
	Communication	5	0.70
Holistic Development	Physical Skill	5	0.95
	Cognitive Skill	10	0.78
	Imaginative Skill	7	0.97
	Socio-emotional Skill	9	0.91
	Creative Skill	6	0.93
Overall Cronbach's Alpha Coefficient		67	0.82

As Ahmad et al. (2024) stated that Cronbach's alpha coefficient of 0.70 or higher is acceptable indicating sufficient internal consistency and if alpha value is higher than 0.7, such as 0.80 or above, is preferred to ensure greater reliability. Hence the condition for reliability of this tool was satisfied.

Validity of the tool is crucial so as to decrease the errors which can be raised from measurement of the problems in the study (Andersson et al., 2024). Among several types of validity (Sürücü & Maslakci, 2020) specially four types of validity are addressed in this quantitative study as suggested by Cohen et al. (2007). They are Content validity, Construct validity, Criterion validity and Face validity.

Content validity means the degree to which the content of the questionnaire covers the depth of the topics it has intended to cover (Heale & Twycross, 2015). In this study, the questionnaire was prepared following Delphi process by experts; the contents regarding violent disciplinary practices, non-violent disciplinary practices and their influence on holistic development of children were widely covered. The questionnaires were contextualized in our context as well.

Construct validity ensures that the questionnaires measure the theoretical concept and underlying dimensions related to this study ((Tabari-Khomeiran & Barrett, 2025). Construct validity is important in this study as different disciplinary practices and its influence on children's holistic development are abstract constructs which we cannot observe directly. They are inferred from responses of respondents to a several sets of questionnaires. Hence, founding construct validity ensures that each items capture the intended constructs rather than unconnected attributes such as overall teaching style or social prestige. Initially, the constructs for this study were established from several existing literatures, national policy documents and the conceptual framework of this study so that each questionnaire developed for this study could be traced under specific indicator. Also, Delphi process was followed to refine the items of questionnaire. The experts determined whether each questionnaire signified its envisioned construct. Wherever required, the items were revised or removed by the experts until the final agreement was achieved. This process also supports face validity and content validity which are basics for construct validity.

Likewise, according to Kerlinger (2008), the criterion validity was established by comparing and contrasting the study with other similar kind of studies. Hence, in this study, criterion validity was ensured by comparing and contrasting the findings of this study with previously conducted other similar kind of studies (Indu et al., 2025; Sharma, 2025) which were presented in the findings section of this study. After comparison, it was found that the nature of the results was similar. The practice of different disciplinary practices by ECD teachers at ECD settings were significantly differed as per their age, gender, school type, experiences, trainings and qualifications; and non-violent disciplinary practices positively influence children's holistic development. In this way the criterion validity was ensured.

Face validity is not tested statistically (Allen et al., 2023), thus face validity in this study was established through expert review; who confirmed that the questionnaires prepared for survey appeared appropriate and relevant for measuring different disciplinary practices in practice at ECD settings and its influence on holistic development of children.

Data Collection and Analysis

After completing scale construction and finalizing the questionnaire for the study, the researcher started the data collection procedure. The researcher planned to distribute 50 sets of survey questionnaires in a day. For this, the researcher

implemented random sampling techniques and prepared a checklist with name of schools, address and contact numbers to conduct survey; and began visiting schools. Before beginning the survey in each school, she explained the purpose of this study to principal, vice principal, coordinator and ECD teachers. She also requested them to go through the questionnaires thoroughly and the options given there carefully while filling the form. The approximate required time to complete this survey form was 18 minutes, similar to pilot testing too. With the principal's consent, the researcher distributed the questionnaires to that number of ECD teachers in every school which was generated using random sampling techniques, ensuring that each ECD teachers within the research site have an equal opportunity of participation. Then she used to collect filled forms in the next day or after few days so that respondents can fill them sincerely in their leisure time, without hampering school hour. For some cases, she visited same school more than one time to collect complete filled survey forms. In this way she collected 300 responses in a month.

After completing data collection process, the data analysis was begun. The analysis meant to examine ECD teachers' disciplinary practices, influence of violent and non-violent disciplinary practices on holistic development of young children and to find out the relationships between different disciplinary practices and indicators of holistic development of children. The collected data were entered in "Statistical Package for the Social Sciences (SPSS 25)" tool. While entering survey data in SPSS, the researcher found some respondents didn't complete the form and some didn't tick certain indicators. Such forms were discarded and replaced by extra responses.

Descriptive and inferential statistical analysis were performed to analyze the data (Creswell & Creswell, 2018). Descriptive statistics was computed for the background variables like age, education, teaching experiences, trainings, aware of policy and types of schools. This analysis provided overall understanding of what are the violent disciplinary and non-violent disciplinary practices which are being practiced at ECD settings by ECD teachers, how frequently ECD teachers are implementing these violent disciplinary and non-violent disciplinary practices and influences of these disciplinary practices on holistic development of young children. For example, higher mean value on non-violent disciplinary items indicated higher endorsement of positive disciplinary practices, whereas lower means for violent disciplinary practices items showed limited practice of punishments.

Inferential statistical analyses were performed to examine the relationships, differences, and influences of violent disciplinary and non-violent disciplinary practices on children's holistic development. First and second research question was about the different forms of violent disciplinary and non-violent disciplinary practices commonly practiced by ECD teachers at ECD settings and the extent of ECD teacher's choice of violent disciplinary and non-violent disciplinary practices across different demographic variables. For this, independent sample t-test and one-way ANOVA test were conducted to find out the extent of ECD teacher's choice of violent disciplinary and non-violent disciplinary practices across different demographic variables.

Final research question was to find out the influences of violent disciplinary and non-violent disciplinary practices practiced by ECD teachers on holistic development of children and for this, linear regression was conducted to see the influence of an independent variable on a dependent variable. A multi-collinearity test was also performed to meet the criteria of linear regression. Table 1 below shows the research questions and their corresponding statistical tools used.

Table 2

Research Questions and Statistical Tools

SN	Research Questions	Statistical Tools
1	What forms of disciplinary practices are most commonly practiced by ECD teachers at ECD settings?	Frequencies / Descriptive statistics
2	To what extent ECD teacher's choice of disciplinary practices differed across different demographic variables?	Independent Sample T-tests / One-way ANOVA test
3	What is the influences of different disciplinary practices in holistic development of children?	Multiple Regression Test

Ethical Consideration

Ethical standards were strictly followed by the researcher throughout this study as ethics is a crucial part of every research process (Bhattarai, 2015). This study won't be complete without considering ethical issues such as Informed consent, no

child harm, Anonymity and confidentiality (Hasan et al., 2021). The research method will not be completed without consideration of ethical issues. At every stage of the research process, we must adhere to ethical standards. It is more likely that a research's results will be accurate and fair if the research's design and sampling techniques, data collection method, data collection tools, materials, data analysis methods are ethically conducted

Before conducting survey, all the respondents were provided with details of the study including purpose of the study, procedure and their rights as respondent. A written informed consent was attached there with explanation regarding their voluntary participation, assurance for them that they can withdraw from the survey and interview at any time. Contact information (Mobile number and email address) of researcher was also shared among respondents for any inquiries. Researcher avoided any such which could harm respondents (non-maleficence). Researcher communicated informally with all the respondents in order to make them feel comfortable. Researcher accepted the fact that some of the ECD teachers do not want to participate in survey and in interview.

Anonymity and confidentiality were maintained throughout the study. No personally recognizable data were collected from any of the respondents. A unique code and pseudo names were assigned during data entry and analysis purpose. Due to this, individual responses could not be traced back to specific respondents. Responses were password protected and only the researcher had access to it. This data will be securely stored only for a year and then it will be permanently deleted from the stored computer. The survey was done in a kind and respectful way. Noone was judged. The materials / tools used during the study was made match to understandable language (Nepali) so that everyone feels comfortable and meaningful.

During the study, no respondents and child were harmed. Questions were prepared and discussed in such a way that there was not any distress caused to respondents. Psychological wellbeing was given priority. The researcher had also got ethical approval from Kathmandu University School of Education before conducting field study.

Chapter Summary

The researcher started this chapter with philosophical orientation with realist ontology and empiricist epistemology, guided by post-positivism. Then it discussed about descriptive survey research design. Further, this chapter discussed about

research site and population in that site. The study area for this research was Godawari municipality, Lalitpur district and the population of ECD teachers in this research site was determined to be 605. Sample for this study was 300. Then after scale construction using delphi method was discussed in detailed. Pilot testing was conducted and the Cronbach's alpha coefficient was at an acceptable range which assured the reliability of the study. Then this chapter further discussed about the data analysis methods using software and statistical tools. The researcher further ensured the content, construct and face validity of this study. At the end of this chapter, ethical considerations for this study were presented.

CHAPTER IV
PRACTICED DISCIPLINERY PRACTICES AND INFLUENCE ON HOLISTIC DEVELOPMENT

This chapter initiates by explaining the demographic variables of the sample ECD teachers such as gender, their ethnicity, age, type of school they are working at, their qualifications, their teaching years as ECD teacher, their trainings, policy awareness regarding banning violent and availability of written code of conduct at school. The major objective of this study is to examine the influence of different disciplinary practices including violent disciplinary practices (Physical punishment and psychological punishment) and non-violent disciplinary practices (Positive reinforcement and Communication) on the holistic development of young children. The final research question "What is the influence of different disciplinary practices on holistic development of children?" has raised this issue. Thus, this chapter identified the influence of violent disciplinary and non-violent disciplinary practices on holistic development of children. Initially, for this the researcher discussed the required statistical tools. Then Inferential statistical tests like multiple regression tests are used to examine the influence of violent disciplinary and non-violent disciplinary practices on different components of holistic development such as Cognitive development, Physical development, Creative skill development, Communication and Language skill development, and Socio-Emotional skill development.

Demographic Variables of ECD Teachers

In this study, demographic variables such as ECD teacher's age, gender, trainings, experiences, academic qualification and type of school are important to understand differences in practice of disciplinary practices and their perception regarding influence on children's holistic development. These variables provide contextual information about respondents and helped examine whether ECD teachers with different demographic backgrounds showed variations in the practice of disciplinary practices. The demographic data also supported meaningful evaluation and interpretation of the findings.

Respondents Gender and Age

This part of the study provides the demographic variables of the ECD teachers. At first individual characteristics like gender and age of the respondent ECD

teachers have been presented. The respondents were categorized as Male and Female under Gender, their age was categorized as Below 20 years, 20 to 30 years, 30 to 40 years, 40 to 50 years and above 50 years group.

Table 3

Gender and Age of ECD Teachers

Baseline Characters	Frequency	Percentage
Gender		
Male	18	6.0
Female	282	94.0
Age		
Below 20	10	3.3
20 to 30	80	26.7
30 to 40	156	52.0
40 to 50	41	13.7
Above 50	13	4.3

Table 3 presents the categories of gender and age of respondent ECD teachers from Godawari municipality and their respective frequencies.

Most of the respondents of this study were female, including 94% of the respondents (N = 282). This shows that female awesomely represented the sample population in this study. The majority of the ECD teachers are within the 30 to 40 years group including 52% (N = 156) and 20 to 30 years age group embracing 26.7% (N = 80). Together, these two age groups composed of 78.7% of total respondents, reflecting that the ECD teachers in this research are chiefly composed of early middle-aged adults. Similarly, 3.3% of respondent ECD teachers (N = 10) are below 20 years, reflecting these respondents are young professionals and in their early career stage. In contrast, 13.7% and 4.3% fall within 40 to 50 and above 50 years age group, embracing a very small number of respondents (N = 54) are older ECD teachers. Overall, the result reflects that the respondents are largely composed of early middle-aged groups.

Respondents Ethnicity

This part of the study provides the various types of ethnicities of the respondents. According to National Population and Housing Census (2021),

ethnicities of the respondents were categorized into several ethnicity groups including Newar, Chhetri, Brahmin, Magar, Tamang, Tharu and Dalit (National Statistics Office [NSO], 2023).

Table 4

Ethnicity of ECD Teachers

Baseline Characters	Frequency	Percentage
Ethnicity		
Chhetri	62	20.7
Brahmin	60	20.0
Newar	104	34.7
Janajati	48	16.0
Dalit	26	8.7

According to table 4, the largest proportion of respondents of this study was from Newar community, embracing 34.7% of the respondents (N = 104). This shows that more than 1/3rd of the total sample of this study is from Newar group. Another major group was from Chhetri community with 20.7% of the respondents (N = 62) and from Brahmin community with 20% of the respondents (N = 60). Together, these two communities cover 40.7% of the total respondents. Respondents from Dalit communities were only 8.7% (N = 26). Overall, the data reflects that the respondents are unevenly distributed across several caste groups with a higher number of Newar, Chhetri and Brahmin community. There was a lower participation from marginalized groups like Dalit and Janajati (Tamang, Magar, Tharu etc.).

Respondents' School Type, Qualification, Experiences and Trainings

This part of the study provides the respondent ECD teacher's relatable variables. At first ECD teacher's school type, their teaching experience as ECD teacher, and nature of ECD related trainings have been presented. The respondents working area i.e. school type is categorized as private and public school. Qualification was categorized as SLC, Plus-two, Bachelor and Master's degree. Likewise teaching time period as ECD teacher is categorized as 1 to 5 years, 5 to 10 years, 10 to 15 years, 15 to 20 years, 20 to 25 years, 25 to 30 years, 30 to 35 years and 35 to 40 years. Then ECD related training is categorized as no training, 1 to 2 months, 2 to 6 months, 6 to 12 months and more than 1 years.

Table 5

School Type, Qualification, ECD Teaching Years and ECD Trainings

Category	Frequency	Percent
School Type		
Public	62	20.7
Private	238	79.3
Qualification		
SLC / SEE	7	2.33
Plus-two / Grade 12	114	38
Bachelor	145	48.33
Masters	34	11.33
ECD Teaching years		
1 to 5	177	59
5 to 10	69	23
10 to 15	35	11.7
15 to 20	14	4.67
20 to 25	2	0.67
30 to 35	2	0.67
35 to 40	1	0.33
ECD training		
No trainings	140	46.67
1 to 2 months	69	23
2 to 6 months	40	13.33
6 to 12 months	15	5
More than 1 year	36	12

As per table 5, most of the respondents were from private schools with 79.3% respondents (N = 238) of the total sample. Whereas only 20.7 % (N = 60) respondents were from public schools. This shows that there is a strong dominance of private school in study site with nearly 4 out of 5 respondents were from private schools.

The majority of the respondent ECD teachers' qualification is Bachelor's degree, included 48.33% (N = 145) of the total respondents and 11.33% (N = 34) of the respondents are holding Master's degree which reflects that nearly 59.66% of the total respondents are well-educated. Similarly, 38% (N = 114) of respondent ECD teachers only completed plus two (10+2) degree. However, 2.33% (N = 7) of the respondent ECD teachers had completed only SLC level education. According to National Education Policy, the minimum required education for ECD teacher is holding grace 10 degree. This study showed that all the respondent ECD teachers have met the officially required qualification for ECD teacher position.

Majority of the respondent ECD teachers, 59% (N = 177), stated having 1 to 5 years of ECD teaching experience. This reflects that more than half of the respondents are new or early-career ECD teachers. Likewise, 23% (N = 69) respondents had 5 to 10 years of ECD teaching experience, reflecting that nearly one-quarter of the respondent ECD teachers are moderate professional experience. Similarly, 11.7% (N = 35) respondents had 10 to 15 years of ECD teaching experience, 4.67% (N = 14) respondents had 15 to 20 years of ECD teaching experiences. This reflects that small portion of respondent ECD teachers are highly experienced ECD teachers. Overall findings show that the majority of the respondent ECD teachers in this study is less experienced ECD teachers which may influence their practices regarding different implementation different disciplinary practices in ECD settings.

Nearly half of the respondent ECD teachers i.e. 46.67% (N = 140) shared not having any kind of ECD trainings. This reflects that a significant numbers of respondent ECD teachers are working as ECD teacher without having any kind of formal ECD trainings, which is very important for classroom management and practicing developmentally appropriate practices in ECD settings. Remaining 53.33% of total ECD teachers had received ECD trainings. Among this, 23 % (N = 69) had training up to 2 months, 13.33 % (N = 40) had up to 6 months training. This reflects that short-term ECD training programs are more common among ECD teachers. Likewise, 5% (N = 15) respondents had up to 1-year ECD training and 12% (N = 36) had more than 1-year ECD trainings. The overall analysis reflects that more than half of the respondent ECD teachers (53.33%) had taken ECD related trainings, however majority of the respondents had short-term ECD training. The higher percentage of respondent ECD teachers (46.67%) are untrained which might influence the quality of ECD practices and implementation in ECD settings at research site.

Policy Awareness: Banning Violent Disciplinary practices

This part of the study provides either ECD teachers are aware about policy banning violent disciplinary practices or not and the availability of written code of conduct regarding violent disciplinary practices at their schools.

Table 6

Awareness about Policy

Items	Frequency	Percent
Aware about policy banning CP		
Yes	158	52.7
No	104	34.7
Do not know	38	12.7
Have written code of conduct at school		
Yes	151	50.3
No	95	31.7
Do not know	54	18.0

As per the table 6, the majority of respondent ECD teachers (158, 52.7%) stated that they are aware about policy regarding banning violent disciplinary practices in our country, which reflects that more than half of the respondents are adopting policy regarding banning violent disciplinary practices in educational institutes. However, 104 respondent ECD teachers not aware about the policy regarding banning violent disciplinary practices in educational institute. Additionally, 38 respondents (12.7%) reported that they do not know about policy regarding ban of violent disciplinary practices in educational institute. Overall, the findings reflect that half of the respondent ECD teachers are aware about policy regarding ban of violent disciplinary practices in educational institute and half of the respondents are not aware about this policy. This emphasizes the requirement of stronger policy implementation, monitoring, documentation and ECD teacher awareness programs to ensure the effective implementation of policy regarding banning violent disciplinary practices in educational institutes.

Likewise, the majority of the ECD teachers (151, 50.3%) shared that there is written code of conduct regarding banning violent disciplinary practices at their

schools. However, 31.7 % of respondents shared there is no written code of conduct at their school and 18% are not sure about availability of written code of conduct. Overall findings reflect that half of the respondents are obeying the code of conduct and not practicing any forms of violent disciplinary practices.

Violent Disciplinary Practices in Practice

Violent disciplinary practices in preschool includes the use of punishments or any forceful movements to manage or correct young children which can be further divided into Physical punishment and psychological punishment.

Physical Punishment

Physical punishment is a type of violent disciplinary practices which involves physical harm and force to correct young children's behavior like fighting with peers, hitting friends, making noises etc. Physical punishments could be asking children to do sit-ups, stand in one leg, standing in the classroom for certain time period, pull hair, pinch or twist ears, hit children on their hands, hitting them using objects like ruler, pencils, stick etc.

Table 7

Forms of Physical Punishments

Items	Mean	SD
Stand in a corner of classroom.	1.48	0.87
Sent out of classroom	1.19	0.52
Do sit-ups.	1.20	0.50
Pull their hair	1.13	0.47
Stand in one leg	1.12	0.49
Pinch or twist their ear	1.08	0.43
Hit children on their hands or mouth.	1.37	0.72
Hit them using scale, ruler or stick.	1.24	0.87
Overall	1.23	0.61

Considering every item under physical punishment in the table 7, all the mean values are low which shows ECD teachers are rarely agreed on practicing any form of physical punishments. They are avoiding use of physical punishments. Physical punishments like pinching or twisting ear (M = 1.08, SD = 0.43), asking children to stand in one-leg (M = 1.12, SD = 0.49), Pulling children's hair (M = 1.13, SD = 0.47),

sent children out of classroom (M = 1.19, SD = 0.52), asking them to do sit-ups (M = 1.20, SD = 0.5) have the lowest mean values stating that ECD teachers rarely practiced these practices among young children. Likewise, hitting children with scale, ruler or stick (M = 1.24, SD = 0.87) was also rarely practiced.

Children are beaten by ECD teachers on their hand or on their mouth (M = 1.37, SD = 0.717) and children are made stand in the corner of the classroom (M = 1.48, SD = 0.87) both have slightly higher mean value though these practices are strongly discouraged by ECD teachers. All the items have low standard deviation defined that ECD teacher's responses are consistent in terms of physical punishment to young children.

The overall mean for the different forms of physical punishments practiced by ECD teachers at preschools is relatively very low (M = 1.23, SD = 0.61), which explains that ECD teachers are rarely practicing any form of physical punishments or are avoiding use of physical punishments though some of the ECD teachers are still practicing physical punishments on regular basis at ECD settings as shown in table 8.

Table 8

Frequency of Physical Punishments

Items	Percentage %					
	Never	Once	Monthly 2 to 3 times	Weekly	Almost Daily	Daily
Stand in a corner of classroom.	66.3	27	1	**3.7**	**1.7**	**0.3**
Sent out of class	85.3	12.3	1.0	**1.0**	**0.3**	**0**
Do sit-ups.	82.3	16.7	0.3	**0.3**	**0**	**0.3**
Pull their hair.	90.7	6.7	1.3	**1.3**	**0**	**0**
Stand in one leg.	92.7	4.3	1.7	**1**	**0.3**	**0**
Pinch or twist their ear.	95.0	4.0	0.3	**0**	**0.3**	**0.3**
Hit on their hands or on their mouth.	71.0	25.0	2.3	**0.3**	**0.7**	**0.7**
Hit children using scale, ruler or stick.	89.7	6.0	0	**1.3**	**1.3**	**1.7**

Psychological Punishment

Another major form of violent disciplinary practices is "Psychological Punishment" which harms children's psychological and emotional well-being through various behavior of teachers like scolding, shouting, threatening, humiliating, ignoring and isolating children. There will be no physical harm like in case of physical punishment but it causes fear, anxiety, lower motivation in learning and lower self-esteem. As per UNICEF (2017), psychological punishments are discouraged during early childhood.

Table 9

Forms of Psychological Punishments

Items	Mean	SD
Scold in louder voice	1.72	1.18
Write extra pages	1.67	1.18
Keep idle	1.62	1.27
Take to the Principal's office	1.55	0.90
Avoid drink water	1.27	1.11
Avoid use of toilet	1.27	1.05
Overall	1.52	0.67

The table 9 shows the overall mean for the psychological punishment (M = 1.52, SD = 0.67) is low which shows that ECD teachers concern about psychological impacts of children and avoid implementing restrictive practices in ECD settings. Likewise, there is lower mean for items like avoiding children from drinking water (M = 1.27, SD = 1.11) and avoiding them from use of toilet (M = 1.27, SD = 1.05) indicates that ECD teachers strongly safeguard the children's physiological needs.

Some items like ECD teachers taking children to principal's office room (M = 1.55, SD = 0.90), asking children to stay idle instead of playing (1.62, SD = 1.27), ask them to write more pages (M = 1.67, SD = 1.18) and scold children in louder voice (M = 1.72, SD = 1.18) have slightly higher mean scores shows that these may still be practiced occasionally in some ECD settings.

Because of moderate variation in standard deviation, there is some variability in how consistently these forms of punishments are still practiced among ECD teachers in ECD settings which is further shown in table 10.

Table 10

Frequency of Psychological Punishments

Items	Percentage %					
	Never	Once	Monthly 2 to 3 times	Weekly	Almost Daily	Daily
Scold in louder voice	61.7	22.0	5.0	**6.3**	**3.7**	**1.3**
Write extra pages	65.3	20.3	4.3	**3.7**	**5.0**	**1.3**
Keep idle	71.7	14.7	4.0	**3.0**	**2.7**	**4.0**
Take to the Principal's office	63.3	27.0	3.3	**4.3**	**2.0**	**0**
Avoid drink water	94.0	0.7	0	**0**	**0.3**	**5.0**
Avoid use of toilet	92.0	2.3	1.0	**0.0**	**0.7**	**4.0**

The table 10 shows that some of the ECD teachers are practicing psychological punishments on regular basis. But comparing the frequency and percentage presented in table 10 with the frequency percentage presented in table 8, the result suggested that higher number of ECD teachers are practicing psychological punishment compared to practice of physical punishments. This reflects that ECD teachers are shifting from physical punishments to psychological punishments as these cannot be observed directly.

Non-violent Disciplinary Practices in Practice

Non-violent disciplinary practices in ECD settings are practiced for correcting and managing young children's behavior with non-violent and positive practices rather than violent disciplinary practices. These practices can be further divided into Positive reinforcement, and Communication.

Positive Reinforcement

Positive reinforcement is one of the major practices implemented in ECD classrooms to manage classrooms and encourage proper behavior which supports their learning. It involves praising positive behavior of children, giving them rewards like stickers, more play time etc., using polite words like please, thank you, welcome, may I, sorry etc., encourage children for self- reflection, encourage them to with friends,

and encourage them to wait for their turn. This method helps children to enhance their positive behavior, motivates them and enhance their socio-emotional skill.

Data presented in table 11 showed the different types of positive reinforcement practiced by ECD teachers (N = 300) at their ECD settings. The overall mean score for this indicator is M = 5.24 (SD = 0.62), showing that ECD teachers are highly practicing positive reinforcement practices in the classroom to manage behavior of children.

Table 11

Forms of Positive Reinforcement Practiced in ECD

Items	Mean	SD
Praising positive behavior	5.33	0.96
Give them rewards like stickers, more play time etc.	4.12	1.44
Use of STAR Chart.	4.06	1.72
Use polite words such as Please, sorry, thank you etc.	5.66	0.68
Redirecting child's activity	4.8	1.49
Encouraging self-reflection	5.24	1
Peace Corner use	4.15	1.92
Using signal cues (e.g.: picture schedule, quiet sign)	4.97	1.31
Set classroom rules clearly	4.95	1.31
Teach calm down techniques	4.94	1.29
Remind classroom rules regularly.	5.4	0.85
Overall	4.87	0.77

The table 11 shows the mean and standard deviation of Positive Reinforcement techniques as non-violent disciplinary practices used by ECD teachers at preschools. The overall mean score (M = 4.87, SD = 0.77) presents that ECD teachers are agreed to great extent in practicing these practices.

Among these positive reinforcement practices, using polite words such as thank you, please, sorry has the highest mean value (M = 5.66, SD = 0.68), indicating that ECD teachers are giving high priority in using polite words by emphasizing respectful communicating environment with children while guiding their behavior. Similarly, praising positive behavior (M = 5.33, SD = 0.96), encouraging self-reflection to children (M = 5.24, SD = 1), reminding classroom rules on regular basis

(M = 5.4, SD = 0.85) are also frequently used by ECD teachers on day-to-day classroom management, indicating higher emphasis on positive reinforcement and positive guidance to children. Whereas practices like using signal cues like picture schedule, quiet sign etc. to guide behavior (M = 4.97, SD = 1.31), teaching calm down techniques to children such as breath in and out 10 times, count up to 10 etc. (M = 4.94, SD = 1.29), setting classroom rules clearly (M = 4.95, SD = 1.31) and redirecting child's activity (M = 4.8, SD = 1.49) are also used in great extent by ECD teachers. This reflects that ECD teachers are implementing structured and helpful practices, however with some variability.

In contrary, practices like giving rewards like stickers, more play time etc. to children (M = 4.12, SD = 1.44), use of STAR Chart (M = 4.06, SD = 1.72) and use of PEACE Corner (M = 4.15, SD = 1.92) showed that these methods are being less consistently practiced by ECD teachers and showed higher variations among ECD teachers.

Overall, this shows that ECD teachers are largely practicing positive reinforcement practices including use of polite words, praising children and self-reflection practices to manage children's behavior in the ECD settings whereas reward-based practices, use of STAR Chart and PEACE Cornet are used less frequently.

Communication-based Practices

Communication with young children is another major component of non-violent disciplinary practices in ECD which helps children understand the situation and context without any violent disciplinary practices. While communicating with young children, ECD teachers could use polite, simple languages, actively listening to child's voice, and have respectful communication with them. While communicating, ECD teachers could encourage children to share their actual feelings, could have positive dialogues to solve issues or conflicts, could ask reflective queries to child and help them to grow self-regulation. Positive and effective communication with children builds trust in children, making them feel secure.

Table 12

Forms of Communication-based Practices

Items	Mean	SD
Solving conflicts showing peace and patience.	5.46	0.86
Explaining consequences calmly	5.12	1.14
Solve conflicts with dialogues.	5.02	1.21
Encourage children to play together.	5.55	0.80
Encourage children to play turn by turn.	5.59	0.68
Overall	5.35	0.67

The table 12 shows the Mean and Standard Deviation of communication-based practices practiced by ECD teachers at ECD settings to manage behavior of children and classroom management. The overall mean score (M = 5.35, SD = 0.67) presents that ECD teachers strongly agreed on using communication-based practices and frequently using these practices to guide and support children.

Among the items, encouraging young children to play turn by turn (M = 5.59, SD = 0.68) and encouraging them to play together (M = 5.55, SD = 0.80) shows the highest mean score indicating that ECD teachers are giving higher emphasis on peer learning, promoting co0operation, social interaction and enhancing patience among children. Likewise, solving conflicts showing peace and patience by ECD teachers (M = 5.46, SD = 0.86) also have high mean score representing that ECD teachers are commonly practicing peaceful conflict resolving methods patiently in the classroom.

Mean score for explaining consequences calmy (M = 5.12, SD = 1.14) and solving conflicts with dialogues between children (M = 5.02, SD = 1.21) suggested that ECD teachers are practicing these practices to great extent in order to make children understand the behavior, situation and consequences. However, there is some variation in consistently use of these methods.

Overall, the findings showed that ECD teachers are giving higher emphasis on communication with young children with dialogues and cooperative tasks as effective non-violent disciplinary practices for managing, guiding and supporting children's behavior in the classroom.

Disciplinary Practices across Demographic Variables

In order to examine the practice of violent disciplinary and non-violent disciplinary practices by ECD teachers which could be different across demographic variables like Age, Gender, School type, Qualifications and ECD trainings; inferential statistics independent sample t-test and Analysis of Variance (ANOVA) tests at the significance level 0.05 was used to confirm the statistical significance. The acceptable margin of error was set at 5% symbolized by alpha (α) i.e., α=0.05. For gender and school type, the researcher used an independent sample t-test as these independent variables were categorized into two groups only. For other independent demographic variables (Qualifications, ECD trainings, Age), the researcher used ANOVA test as these variables were categorized into more than two groups. For ANOVA test, the researcher converted dependent variables into scale.

There are certain assumptions to be met when conducting T-test and ANOVA test. According to Hecke (2010), the first criteria to meet is 1) Data must be collected via random sampling from the population, 2) Data are continuous (interval or ratio scale), 3) the dependent variables are normal distribution, and 4) there is equal variance in each group (Homoscedasticity).

Among these four assumptions, the first assumption regarding the collection of data via random sampling method was met. As discussed in Chapter III, 300 samples were chosen randomly by generating random sample table. The second assumption is regarding continuous data which is also met as six-point Likert scale was used to collect data. Likewise, regarding third assumption, the normality was tested by Kolmogorov-Smirnov test as mentioned by Hair et al. (2014). The result of this test is shown in table 13.

Table 13

Normality Test through Kolmogorov and Shapiro-Wilk Test

Indicators	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Positive Reinforcement	0.10	300.00	0.00	0.95	300.00	0.00
Communication	0.16	300.00	0.00	0.86	300.00	0.00
Physical Punishment	0.28	300.00	0.00	0.61	300.00	0.00

Psychological Punishment	0.22	300.00	0.00	0.72	300.00	0.00
a. Lilliefors Significance Correction						

For the normal distribution of data, the significance value (p-value) should be greater than 0.05. Here, in the table 13, all the indicators were statistically significant ($p<0.05$). Here no indicators were above 0.000. Thus, this is not normal distribution. However, parametric tests for this study were retained as the total sample size of this study was large (N=300). Under the central limit theorem, the sampling distribution of the mean moves toward normality as the sample size of the study increases (Field, 2018).

For the fourth assumptions, the researcher performed Levene's test for equal variance for and the result is shown in Table 14.

Table 14

Levene's Test for Equal Variance

Attributes	Levene Statistics	Sig.	df
Physical Punishment			
School Type	21.78	**<0.001**	298
Gender	3.13	0.08	298
Ethnicity	4.85	**0.001**	295
Age Group	4.71	**<0.001**	295
Qualification	0.96	0.41	296
Experience	3.87	**0.002**	293
Trainings	5.83	**0.01**	295
Psychological Punishment			
School Type	13.98	**<0.001**	298
Gender	2.15	0.14	298
Ethnicity	0.98	0.42	295
Age Group	1.79	**<0.001**	295
Qualification	0.19	0.91	296
Experience	1.89	0.09	293
Trainings	3.92	**0.004**	295

Positive Reinforcement			
School Type	0.52	**0.47**	298
Gender	0.17	0.67	298
Ethnicity	0.61	0.65	295
Age Group	1.58	**0.27**	295
Qualification	2.04	0.11	296
Experience	2.15	0.06	293
Trainings	3.39	**0.01**	295
Communication-based			
School Type	1.91	**1.168**	298
Gender	0.23	0.62	298
Ethnicity	0.36	0.83	295
Age Group	1.19	**0.23**	295
Qualification	1.22	0.30	296
Experience	2.49	**0.03**	293
Trainings	3.20	**0.01**	295

From the Table 14, under physical punishment: Gender and Qualification satisfied the homogeneity of variance ($p > 0.05$) assumptions but School types, Ethnicity, Age group, Experience and Training do not satisfy the assumption of homogeneity i.e. $p < 0.05$. Likewise, under psychological punishment: Gender, Ethnicity, Experience and Qualifications satisfied the homogeneity of variances ($p > 0.05$) assumptions; but school types, age group and trainings do not satisfy the homogeneity assumption i.e. $p < 0.05$.

Under positive reinforcement: School type, Gender, Ethnicity, Age group, Experience and Qualifications satisfied the homogeneity of variances ($p > 0.05$) assumptions; but Training do not satisfy the homogeneity assumption i.e. $p < 0.05$. Finally, under communication category: School type, Gender, Ethnicity, Age group and Qualifications satisfied the homogeneity of variances ($p > 0.05$) assumptions; but Experience and Training do not satisfy the homogeneity assumption i.e. $p < 0.05$. So, for the adjustment of this violation of homogeneity of variances, the more concrete tests; Brown-Forsythe and Welch test were performed. Thus, the assumption of

homogeneity of variance is considered sufficiently met and the researcher performed parametric statistical analyses in this study.

The hypothesis in this study is related to the differences between groups (i.e., defined by gender, ethnicity, school type, age, qualifications, experiences and trainings) regarding practice of different disciplinary practices and influence of different disciplinary practices on holistic development. This study consists of the following hypotheses: the elaboration of the hypothesis 1 and 2 from Chapter I.

H1: ECD teachers' choice of disciplinary practices is differed across Gender.

H2: ECD teachers' choice of disciplinary practices is differed across Ethnicity.

H3: ECD teachers' choice of disciplinary practices is differed across School Type.

H4: ECD teachers' choice of disciplinary practices is differed across Age.

H5: ECD teachers' choice of disciplinary practices is differed across Qualification.

H6: ECD teachers' choice of disciplinary practices is differed across Trainings.

H7: There is a significant influence of positive reinforcement practices on holistic development of children in ECD settings.

H8: There is a significant influence of communication-based practices on holistic development of children in ECD settings.

H9: There is a significant influence of physical punishments on holistic development of children in ECD settings.

H10: There is a significant influence of psychological punishments on holistic development of children in ECD settings.

H11: Disciplinary practices collectively significantly predict holistic development of children.

Gender and Dimensions

An independent samples t-test was performed to examine either the use of physical punishment, psychological punishment, positive reinforcement and communication-based practices is differed across gender or not. In this study, gender was categorized as male and female. The result of independent sample t-test for

gender with physical punishment, psychological punishment, positive reinforcement and communication is shown in Table 15.

Table 15

Gender and Disciplinary Practices

Dimensions	Gender	N	Mean	SD	t	Sig. (2-tailed)
Positive Reinforcement	Male	18	4.66	0.78	-1.25	0.21
	Female	282	4.89	0.76		
Communication	Male	18	5.38	0.69	0.20	0.84
	Female	282	5.35	0.66		
Physical Punishment	Male	18	1.51	0.53	3.26	**0.001**
	Female	282	1.21	0.36		
Psychological Punishment	Male	18	1.73	0.77	1.41	0.16
	Female	282	1.50	0.66		

The result of the independent sample t-test from Table 15 showed that there is no significant difference between male and female regarding positive reinforcement practice in ECD settings among young children (t = -1.25, p = 0.21) however mean value of female ECD teacher (M = 4.89) is slightly higher than that of male ECD teacher (M = 4.66). Thus, there is no significant gender difference in the practice of positive reinforcement practice in ECD settings. Practicing communication-based practices as non-violent disciplinary practices, there is not much difference in mean value of male (M = 5.38) and female (M = 5.35) ECD teachers. Thus, there is no significant gender difference in practicing communication-based practices as non-violent disciplinary practices in ECD settings (t = 0.2, p = 0.84).

In case of physical punishment as violent disciplinary practices, the mean value of female teacher (M=1.21) is lower than mean value of male teacher (M=1.51) suggesting that there is significant difference between genders (p=0.001) in practicing physical punishments in ECD settings. Thus, the null hypothesis was rejected. Likewise, for the psychological punishment, female ECD teachers had a mean value (M=1.50), slightly lower than male ECD teacher (M=1.73) suggesting that there is no significant difference between gender in practicing psychological punishment (p=0.16). Thus, the findings showed that gender doesn't significantly influence

positive reinforcement, communication and psychological punishment practices in ECD settings, but there is a significant gender difference was found in the practice of physical punishments.

School Type and Dimensions

An independent samples t-test was performed to examine either the use of physical punishment is differed across school types or not. In this study, school type was categorized as Public and Private. The result of independent sample t-test for school type with physical punishment, psychological punishment, positive reinforcement and communication is shown in Table 16.

Table 16

School Type and Disciplinary Practices

Dimensions	School Type	N	Mean	SD	t	Sig. (2-tailed)
Positive Reinforcement	Public	62	4.53	0.81	-4.06	**<0.001**
	Private	238	4.96	0.73		
Communication	Public	62	5.07	0.76	-3.75	**<0.001**
	Private	238	5.42	0.62		
Physical Punishment	Public	62	1.44	0.59	5.04	**<0.001**
	Private	238	1.17	0.28		
Psychological Punishment	Public	62	1.78	0.94	3.62	**<0.001**
	Private	238	1.44	0.56		

The result of the independent sample t-test from table 16 showed that in practicing positive reinforcement among young children, the mean value of ECD teachers from private school (M=4.96) is higher than that of ECD teachers from public school (M=4.53) reflecting that ECD teachers at private schools are using positive reinforcement more than that of ECD teachers at public schools. Thus, there is significant difference in practice of positive reinforcement between public and private school ECD teachers ($p<0.05$). Likewise considering practicing communication-based practices as a non-violent disciplinary method in private and public school, the mean value at private school ECD teachers (5.42) is higher than mean value at public school ECD teachers (M=5.07). Thus, there is significant

difference in practicing communication as a non-violent disciplinary method in public and private schools ($p<0.05$).

Regarding practice of violent disciplinary practices, the mean value of public-school teachers (M=1.44) is higher than that of private-school teacher (M=1.17) in practice of physical punishment reflecting that there is statistically significant difference in practice of physical punishment among young children in private and public school by ECD teachers ($p<0.05$). Likewise considering practice of psychological punishment, the result showed that the mean value of private school ECD teachers (M=1.44) is slightly lower than that of public-school teacher (M=1.78) and t-test findings reflected that there is statistically significant difference between public and private school ECD teachers practice of psychological punishment ($p<0.05$).

Hence, the results revealed that there is significant difference in practice of violent disciplinary practices (Physical punishment and psychological punishment) and non-violent disciplinary practices (positive reinforcement and communication) in public school and private school. All the null hypothesis were rejected.

Ethnicity and Dimensions

The practice of violent disciplinary and non-violent disciplinary practices may differ as per the ethnicity group of ECD teachers. Ethnicity group was categorized into Brahmin (N=60), Chhetri (N=62), Newar (N=104), Janajati (N=48) and Dalit (N=26) and one-way ANOVA was conducted. The result is presented in Table 17.

Table 17

Ethnicity and Disciplinary Practices

Dimensions	Ethnicity	N	Mean	SD	F	Sig.
Positive Reinforcement	Chhetri	62	4.86	0.69		
	Brahmin	60	5.03	0.83		
	Newar	104	4.90	0.76	1.48	0.21
	Janajati	48	4.78	0.76		
	Dalit	26	4.63	0.79		
Communication	Chhetri	62	5.37	0.65		
	Brahmin	60	5.46	0.66		
	Newar	104	5.33	0.64	1.18	0.32
	Janajati	48	5.34	0.68		

	Dalit	26	5.12	0.79		
Physical Punishment	Chhetri	62	1.17	0.29		
	Brahmin	60	1.19	0.29		
	Newar	104	1.23	0.32	1.59	0.18
	Janajati	48	1.26	0.39		
	Dalit	26	1.37	0.78		
Psychological Punishment	Chhetri	62	1.63	0.69		
	Brahmin	60	1.38	0.59		
	Newar	104	1.52	0.64	1.12	0.35
	Janajati	48	1.51	0.57		
	Dalit	26	1.55	0.97		

Considering the practice of positive reinforcement in ECD settings by different ethnic groups, the ANOVA result showed that the mean value of Brahmin ECD teachers (M=5.03, SD=0.83) is slightly higher in comparison with other ethnic groups i.e. Chhetri, Janajati, Newar and Dalit. Though there is no significant difference among ethnic groups (F=1.48, p=0.21). Likewise considering communication practices being practiced by different ethnic groups, the results showed relatively similar mean values across all ethnic groups, reflecting there is no statistically significant difference in practice of communication-based practices among different ethnic groups (F=1.18, p=0.32).

Regarding physical punishment being practiced by ECD teachers from different ethnic groups, the mean value of Chhetri group (M=1.17, SD=0.29) is slightly lower than other groups. Though there is no significant difference in practice of physical punishment among different ethnic groups (F=1.59, p=0.18). Similarly, while looking into the result of psychological punishment being practiced by ECD teachers from different ethnic groups, the mean value of Brahmin group (M=1.38, SD=0.59) is slightly lower than other ethnic groups. However, there is no significant difference in practice of psychological punishment among different ethnic groups (F=1.12, p=0.35).

Hence, the results of the ANOVA test revealed that there is no statistically significant difference among ethnic groups regarding practice of violent disciplinary and non-violent disciplinary practices in ECD settings. So, the alternative hypothesis

was not supported in this case. This reflected that the ECD teachers' disciplinary practices are relatively consistent regardless of being from different ethnic groups.

ECD Teachers' Qualification and Dimensions

The practice of violent disciplinary and non-violent disciplinary practices may differ as per the qualification of ECD teachers. Qualification was categorized into SLC (N=7), Plus-two (N=114), Bachelor (N=145) and Masters (N=34). Thus, one-way ANOVA test was conducted. The result is presented in Table 18.

Table 18

Qualification of ECD Teachers and Disciplinary Practices

Dimensions	Qualification	N	Mean	SD	F	Sig.
Positive Reinforcement	SLC	7	4.44	0.60	3.34	**0.02**
	Plus-two	114	4.74	0.83		
	Bachelor	145	5.00	0.70		
	Masters	34	4.90	0.79		
Communication	SLC	7	5.26	0.61	1.35	0.26
	Plus-two	114	5.26	0.72		
	Bachelor	145	5.42	0.58		
	Masters	34	5.36	0.79		
Physical Punishment	SLC	7	1.11	0.11	0.41	0.75
	Plus-two	114	1.24	0.46		
	Bachelor	145	1.23	0.32		
	Masters	34	1.18	0.38		
Psychological Punishment	SLC	7	2.12	0.61	2.29	0.08
	Plus-two	114	1.54	0.67		
	Bachelor	145	1.46	0.64		
	Masters	34	1.55	0.71		

Considering positive reinforcement practices at ECD settings by ECD teachers, the result showed that there is significant difference among ECD teachers having different level of qualifications (F=3.34, p=0.02). The null hypothesis was rejected in this case. The mean value of ECD teachers having Bachelor's degree (M=5.00, SD=0.70) is the highest among other qualifications of ECD teachers, followed by Master's degree (M=4.90, SD=0.79), Plus-Two degree (M = 4.74, SD =

0.83), and SLC (M = 4.44, SD = 0.60). This reflected that ECD teachers having bachelor's degree tends to practice positive reinforcement as non-violent disciplinary practices at ECD settings compared to ECD teachers with lower qualifications and having master's degree. While considering communication-based practices as non-violent disciplinary practices, there is no significant difference among ECD teachers having different qualifications (F=1.35, P=0.26). This showed that the perception of ECD teachers regardless communication practices is consistent regardless of having different qualifications.

Regarding implementation of physical punishment as a violent by ECD teachers having different qualification level, the results reflected there is no significant difference (F=0.41, p=0.75) and the mean values were relatively similar across the different academic groups. This showed that the perception of ECD teachers regarding physical punishment are consistent regardless of having different qualifications. Likewise, in the context of psychological punishment to young children, the ANOVA test revealed that there is no statistically significant difference in practice by ECD teachers having different academic qualifications (F=2.29, p=0.08), although the mean value of ECD teachers having SLC degree is comparatively high across other qualifications (M=2.12, SD=0.61).

Hence, the findings of the ANOVA tests stated that ECD teachers' qualification slightly influence on practice of positive reinforcement, while there is no significant difference in practice of communication and violent disciplinary practices (physical punishment and psychological punishment). This suggested that higher qualification among ECD teachers might contribute towards positive reinforcement strategies. However, it doesn't contribute to significant difference in other disciplinary practices.

Since, the group size is not equal; the Brown-Forsythe and Welch tests were run. This test provides a more reliable outcome when group variances are not equal.

Table 19

Brown-Forsythe and Welch Test on Dimensions across Teachers' Qualification

Robust Tests of Equality of Means		Statistic[a]	df	Sig.
Brown-Forsythe	Positive Reinforcement	3.64	3	**0.01**
	Communication	1.26	3	0.29
	Physical Punishment	0.55	3	0.64
	Psychological Punishment	2.29	3	0.09
Welch				
	Positive Reinforcement	3.67	3	**0.02**
	Communication	1.31	3	0.29
	Physical Punishment	2.22	3	0.10
	Psychological Punishment	2.49	3	0.08

a. Asymptotically F distributed.

Table 19 showed that there is no drastic reduction of significance level of Welch and Brown-Forsythe tests compared to ANOVA and are higher than 0.05 ($p>0.05$) except the positive reinforcement dimension. Thus, it is confirmed that there is no statistical difference on Physical punishment, psychological punishment and communication-based practices, but there is significant difference in practice of positive reinforcement strategies. This showed that ECD teachers from different qualifications have different level of perception on positive reinforcement strategies while disciplining children at ECD setting.

Since the result is significant different in practicing positive reinforcement, a Post Hoc test is necessary to determine ECD teachers having which level of qualification is significantly differ in their perceptions of implementation of positive reinforcement (result is attached in annex 3).

In case of practicing communication, physical punishment and psychological punishment, the Post Hoc (Games-Howell) test showed that there is no significant pairwise differences among ECD teachers having different academic qualification. However, the Post Hoc test showed there is a statistically significant difference exist between ECD teachers having Plus-two degree and Bachelor's degree (Mean

Difference = -0.26, P = 0.04). This reflected that ECD teachers with Bachelor's degree responded significantly higher practice of positive reinforcement compared to ECD teachers with Plus-two degree and others.

Thus, the Post Hoc test showed that ECD teacher's academic qualification has no influence in physical punishment, psychological punishment and communication-based practices. However, this test indicated that academic qualifications have influence in positive reinforcement practices specially the ECD teachers with Bachelor's degree have higher influence in implementation of positive reinforcement strategies.

ECD Teachers' Age and Dimensions

The practice of violent disciplinary and non-violent disciplinary practices may differ as per the age group of ECD teachers. Age group was categorized into below 20 years (N = 10), 20 to 30 years (N=80), 30 to 40 years (N=156), 40 to 50 years (N=41) and Above 50 years (N=13). Thus, one-way ANOVA test was conducted. The result is presented in Table 20.

Table 20

ECD teachers' Age and Disciplinary Practices

Dimension	Age Group	N	Mean	SD	F	Sig.
Positive Reinforcement	Below 20	10	4.78	0.94		
	20 to 30	80	4.92	0.77		
	30 to 40	156	4.84	0.76	0.56	0.69
	40 to 50	41	4.99	0.78		
	Above 50	13	4.71	0.71		
Communication	Below 20	10	4.96	0.97		
	20 to 30	80	5.43	0.68		
	30 to 40	156	5.32	0.64	2.20	0.07
	40 to 50	41	5.48	0.57		
	Above 50	13	5.06	0.70		
Physical Punishment	**Below 20**	10	1.28	0.30		
	20 to 30	80	1.25	0.51	4.47	**0.002**
	30 to 40	156	1.20	0.29		
	40 to 50	41	1.12	0.30		

	Above 50	13	1.60	0.65		
Psychological Punishment	Below 20	10	1.30	0.22		
	20 to 30	80	1.61	0.74		
	30 to 40	156	1.46	0.62	1.24	0.29
	40 to 50	41	1.53	0.75		
	Above 50	13	1.70	0.70		

Considering positive reinforcement practice at ECD settings by ECD teachers, the results showed that there is no statistically significant difference across different age groups (F=0.56, SD=0.69). Also, there is slight variations in mean values; like ECD teachers aged 40 to 50 years showed highest mean value (M=4.99, SD=0.78) and the aged group above 50 years showed lowest mean value (M=4.71, SD=0.71). This suggested that ECD teachers' practices of positive reinforcement are almost similar across different age grouped ECD teachers. Likewise, considering communication as another non-violent disciplinary practices in ECD settings, the result also showed that there is no statistically significant difference among different age grouped ECD teachers (F=2.20, SD=0.07). Comparing mean across different age group ECD teacher, the result revealed that the ECD teachers from different age group are practicing relatively similar communication practices with young children.

However, in contrast with physical punishment practice among different aged group teachers, the ANOVA result showed that there is a statistically significant difference among them (F=4.47, P=0.002). While comparing mean value, the teachers within age group 40 to 50 years had the lowest mean value (M=1.12, SD=0.30) and the ECD teachers aged above 50 years had the highest mean value (M=1.60, SD=0.65). This significant difference revealed that ECD teachers' practices regarding physical punishment is different depending on their age group. In case of practice of psychological punishment, the ANOVA result showed there is no significant difference across different age group (F=1.24, P=0.29) and the practice of psychological punishment at ECD settings remained relatively consistent among different age group ECD teachers. Thus, the results suggested that age of ECD teachers do not significantly influence ECD teachers practice of positive reinforcement, communication and psychological punishment, but it does significantly influence the practice of physical punishment at ECD settings.

Since, the homogeneity of variance is violated as shown in table 14 and the group size is not equal; the Brown-Forsythe and Welch tests were run. This test provides a more reliable outcome when group variances are not equal.

Table 21

Brown-Forsythe and Welch Test on Dimensions across Teachers' Age

Robust Tests of Equality of Means		Statistic[a]	df	Sig.
Brown-Forsythe				
	Positive Reinforcement	0.52	60.09	0.72
	Communication	1.74	42.35	0.16
	Physical Punishment	3.34	38.92	**0.02**
	Psychological Punishment	1.39	92.98	0.24
Welch				
	Positive Reinforcement	0.54	38.38	0.70
	Communication	1.67	37.96	0.18
	Physical Punishment	3.04	38.28	**0.03**
	Psychological Punishment	2.58	46.03	**0.049**

a. Asymptotically F distributed.

Table 21 showed that there is no drastic reduction of significance level of Welch and Brown-Forsythe tests compared to ANOVA and are higher than 0.05 ($p>0.05$) except the physical punishment and psychological punishment dimension. Thus, it is confirmed that there is no statistical difference on positive reinforcement and communication-based practices, but there is significant difference in practice of physical punishment and psychological punishment. This showed that ECD teachers from different age group have different level of perception on physical punishment and psychological punishment while disciplining children at ECD setting.

Since the result is significantly different in practice of physical punishment and psychological punishment by different age grouped ECD teachers, a post hoc test was conducted to determine which age-grouped ECD teacher is significantly differ in their perceptions on practice of physical punishment and psychological punishment (result is attached in annex 4). In case of physical punishment practice, the Post Hoc (Games-Howell) test showed that there is no significant pairwise differences among

different age groups of ECD teachers (all have p>0.05). Thus, the practice of physical punishment remained relatively consistent across different age group ECD teachers, even though the earlier ANOVA test showed overall differences in this practice. But the Post Hoc test showed there was a statistically significant difference between ECD teachers below 20 years and those aged 20 to 30 years (p=0.042). The mean difference (-0.31) showed that ECD teachers below 20 years had slightly lower scores on psychological punishment practices compared to those aged 20 to 30 years. However, other pairwise comparisons were not significantly different (post hoc test annex 4). Hence, the Games-Howell Post Hoc findings revealed that ECD teachers age doesn't significantly influence ECD teachers use of positive reinforcement, communication and physical punishment practices. But there is a significant difference found in practice of psychological punishment by ECD teachers of age group below 20 years and 20 to 30 years.

ECD Trainings and Dimensions

The practice of violent disciplinary and non-violent disciplinary practices may differ as per the trainings on ECD received by the ECD teachers. The ECD training was categorized into more than two groups according to the duration of training like 1 to 2 months (N=69), 2 to 6 months (N=40), 6 to 12 months (N=15), more than a year (N=36) and No training (N=140). Thus, one-way ANOVA test was conducted. The result is presented in Table 22.

Table 22

ECD Trainings and Disciplinary Practices

Dimensions	ECD Trainings	N	Mean	SD	F	Sig.
Positive Reinforcement	No trainings	140	4.73	0.83	4.18	**0.003**
	1 to 2 months	69	4.85	0.73		
	2 to 6 months	40	5.03	0.68		
	6 to 12 months	15	5.26	0.44		
	More than 1 year	36	5.16	0.61		
Communication	No trainings	140	5.26	0.76	1.40	0.232
	1 to 2 months	69	5.36	0.60		
	2 to 6 months	40	5.43	0.60		
	6 to 12 months	15	5.43	0.53		

	More than 1 year	36	5.53	0.67		
Physical Punishment	No trainings	140	1.32	0.49		
	1 to 2 months	69	1.16	0.29		
	2 to 6 months	40	1.10	0.18	4.09	**0.003**
	6 to 12 months	15	1.10	0.20		
	More than 1 year	36	1.16	0.18		
Psychological Punishment	No trainings	140	1.65	0.79		
	1 to 2 months	69	1.38	0.44		
	2 to 6 months	40	1.45	0.71	2.88	**0.023**
	6 to 12 months	15	1.40	0.40		
	More than 1 year	36	1.35	0.34		

The result from ANOVA test showed that there is statistically significant difference on practice of positive reinforcement (F=4.18, p=0.003) among ECD teachers depending on their ECD training period. The mean values showed that there is increasing trend in practice of positive reinforcement with increase in training durations up to 6 to 12 months. ECD teachers with no ECD training showed the lowest mean value (M=4.73, SD=0.83), while the highest mean value was shown by the ECD teachers having 6 to 12 months of training (M = 5.26, SD = 0.44), followed by more than 1 year of ECD training (M = 5.16, SD = 0.61). This reflected that ECD teachers with longer period ECD training tend to practice positive reinforcement more strongly than those without or less duration ECD training. While considering communication-based practices, there is no statistically significant difference in practice by having different time period of ECD training or no training (F = 1.40, p = 0.23). However, there is increase in mean value from no training (M = 5.26, SD = 0.76) to having more than 1-year ECD training (M = 5.53, SD = 0.67) reflected that the practice of communication-based practices as non-violent disciplinary practices are improved as per the training duration increases.

Also, the ANOVA test showed that there is statistically significant difference in practice of physical punishment (F=4.09, p=0.003) among ECD teachers depending

on their ECD training period. ECD teachers with no ECD training showed the lowest mean value (M = 1.32, SD = 0.49) and the highest mean value showed by the ECD teachers having more than 1 year of training (M = 1.16, SD = 0.18). These findings reflected that ECD training duration influences the ECD teachers' perception on rejecting physical punishment, showing that ECD trainings could shape different disciplinary practices. Likewise, the test showed that there is statistically significant difference in practice of psychological punishment (F=2.88, p=0.02) among ECD teachers depending on their ECD training period. The teachers without ECD trainings showed the highest mean value (M = 1.65, SD = 0.79) whereas ECD teachers with reining more than 1 year had the lowest mean value (M = 1.35, SD = 0.40) reflecting that ECD teachers with longer duration of ECD trainings showed higher rejection of psychological punishment.

Thus, the overall result indicated that ECD teachers training duration significantly influence their perception on implementation of positive reinforcement, physical punishment and psychological punishment but doesn't significantly influence their communication practices. These findings revealed that professional trainings played an important role in practicing different disciplinary practices in ECD settings.

Since, the homogeneity of variance is violated as shown in table 14 and the group size is not equal; the Brown-Forsythe and Welch tests were run and the result is shown in table 23. This test provides a more reliable outcome when group variances are not equal.

Table 23

Brown-Forsythe and Welch Test on Dimensions across ECD Training

Robust Tests of Equality of Means		Statistic[a]	df	Sig.
Brown-Forsythe				
	Positive Reinforcement	5.60	220.69	**<0.01**
	Communication	1.82	174.62	0.13
	Physical Punishment	8.05	247.24	**<0.01**
	Psychological Punishment	4.19	173.53	**0.003**
Welch				
	Positive Reinforcement	5.87	76.57	**<0.01**
	Communication	1.75	72.79	0.15

	Physical Punishment	4.56	78.32	**<0.01**
	Psychological Punishment	3.19	75.05	**0.018**

a. Asymptotically F distributed.

The table 23 showed that there is significant difference in practice of positive reinforcement among ECD teachers having different duration of ECD training ($F = 5.60$, $p < 0.01$). Since the significance value is less than 0.05, this result confirmed that ECD teacher's practice of positive reinforcement is significantly vary depending on ECD training duration received by ECD teachers. Likewise, considering communication-based practices, the result showed that there is no statistically significant difference with Brown-Forsythe ($F = 1.82$, $p = 0.13$) and Welch ($F = 1.75$, $p = 0.15$) in practice of these practices among teachers having different duration of ECD trainings.

Further, the test showed that there is statistically significant difference in practice of Physical punishment by ECD teachers having different duration of ECD trainings with Brown-Forsythe test ($F = 8.05$, $p < 0.001$) and Welch test ($F = 4.56$, $p = 0.002$). Likewise, there is also significant difference among ECD teachers with different duration of ECD trainings regarding practice of psychological practice with the Brown–Forsythe test ($F = 4.19$, $p = .003$) and Welch test ($F = 3.19$, $p = .018$).

Hence, the robust test showed that there is significant influence of ECD training durations on practice of psychological punishment, physical punishment and positive reinforcement. However, there is no significant difference in practice of communication-based practices by ECD teachers having different duration of ECD trainings. This revealed that ECD trainings have an important role in shaping practice of different disciplinary practices by ECD teachers.

Since the result is significantly different in practice of physical punishment, psychological punishment and positive reinforcement by ECD teachers having different duration of ECD trainings, a Post Hoc test was conducted to determine which duration of training received by ECD teacher is significantly differ in their perceptions on practice of these strategies (result is attached in annex 5).

The results from Post Hoc test showed that there is significant difference in practice of positive reinforcement between ECD teachers having longer duration of ECD training and ECD teachers without having any ECD related training, suggesting that longer the ECD training duration, stronger the implementation of positive

reinforcement strategies among young children at ECD settings. Here, ECD teachers having more than 1-year of training (Mean Difference = −0.44, p = .01) scored significantly higher in positive reinforcement than that of ECD teachers with no training**.** Likewise, this test showed there is significant differences between ECD teachers with no ECD related training and all other groups having certain duration of trainings regarding implementation of physical punishment. The result revealed that even having short period of training could influence ECD teachers in rejecting physical punishment and acceptance of non-violent disciplinary practices compared to having no training at all. Considering psychological punishment among ECD teachers having no or different duration of ECD trainings, significant differences were found between ECD teachers with no training and those with 1 to 2 months training (Mean Difference = −0.26, p = .02) and more than 1-year of ECD training (Mean Difference = −0.29, p = .01). This revealed that ECD teachers who have received some level of ECD trainings showed different perception on psychological punishment compared to those who have not received any training.

Descriptive Statistics of Holistic Development

The descriptive statistics of 5 domains of holistic development of children (physical skill, cognitive skill, communication and language skill, socio-emotional skill and creative skill development are presented in table 24. This table showed the summarized perceived levels of children's holistic development across 5 domains, measured in 6-point Likert scale.

Physical skill development recorded the highest mean score (M = 4.68, SD = 1.39) among all other domains, indicating that respondent ECD teachers perceived physical development of children as the most strongly developed domain comparative to the other domains. The standard deviation is relatively high suggesting there is moderate variation in responses, possibly due to practice of different disciplinary practices by ECD teachers.

Table 24

Descriptive Statistics of Holistic Development

Dimensions	Mean	SD
Physical Skill Development	**4.68**	1.39
Cognitive Skill Development	**3.94**	1.31
Communication and Language Skill Development	4.42	1.37

Socio Emotional Skill Development	4.36	1.13
Creative Skill Development	4.29	1.34

Likewise, communication and language skill development also recorded a relatively high mean score (M = 4.42, SD = 1.37), reflecting that children's communication and language skill development was perceived as well developed. This might reflect that there is strong verbal interaction among children and teachers.

Socio-emotional skill development recorded high mean score (M = 4.36) and lowest standard deviation (SD = 1.13) indicated that ECD teacher's perception on children's socio-emotional skill development is the consistent across all respondents. This suggested that there was a uniform pattern in shaping children's socio-emotional skill, regardless of different disciplinary practices.

Creative skill development showed lower mean score (M = 4.29, SD = 1.34) suggested that disciplinary practices in the ECD settings are moderately supportive to creative skill development.

Cognitive skill development scores the lowest mean score (M = 3.94, SD = 1.31) suggested that ECD teachers perceived children's cognitive skill development as the least positively influenced domain. This might reflect that disciplinary practices in the ECD settings are giving less priority on activities that stimulate children's cognitive growth or could be due to more controlling disciplinary practices which is limiting children's cognitive skill development.

These findings suggested that disciplinary practices being practiced by ECD teachers are more effective in physical skill and communication skill development, rather than enhancing their cognitive and creative skill development. This highlighted the need of revision in practice of disciplinary practices in order to support holistically development of all domains.

Influence of Disciplinary Practices on Holistic Development of Children

The major objective of this study is to examine the influence of different disciplinary practices including violent disciplinary practices (Physical punishment and psychological punishment) and non-violent disciplinary practices (Positive reinforcement and Communication) on the holistic development of young children. Thus, this chapter identified the influence of violent disciplinary and non-violent disciplinary practices on holistic development of children. Initially, for this the

researcher discussed the required statistical tools. Then Inferential statistical tests like multiple regression tests are used to examine the influence of violent disciplinary and non-violent disciplinary practices on different components of holistic development such as Cognitive development, Physical development, Creative skill development, Communication and Language skill development, and Socio-Emotional skill development.

Relationship between Disciplinary Practices and Holistic Development

The researcher checked the relationship between different disciplinary practices including violent disciplinary and non-violent disciplinary practices with holistic development of children using Pearson Correlation which is shown in table 25.

Table 25

Pearson Correlation Test

	Positive Reinforcement	Communication-based practices	Physical Punishment	Psychological Punishment	Holistic Development
Positive Reinforcement	1				
Communication-based	0.690 (p < 0.001)	1			
Physical Punishment	-0.229 (p < 0.001)	-0.313 (p < 0.001)	1		
Psychological Punishment	-0.270 (p < 0.001)	-0.147 (p = 0.01)	0.336 (p < 0.001)	1	
Holistic Development	0.153 **(p = 0.01)**	0.216 **(p < 0.001)**	-0.002 (p = 0.96)	0.01 (p = 0.86)	1

Table 25 showed that there is weak but statistically significant positive correlation of positive reinforcement with holistic development (r = 0.153, p = 0.01),

emphasizing that as the practice of positive reinforcement increases, there will be modestly improved holistic development of children. Likewise, communication-based practices showed a slightly stronger and statistically significant positive correlation with children's holistic development ($r = 0.216$, $p < 0.001$), reflecting that communication-based practices are consistently associated with better developmental outcomes.

In contrary, physical punishment showed statistically non-significant and negative correlation with children's holistic development ($r = -0.002$, $p = 0.96$). This highlighted that there is no association between physical punishments and children's holistic development. Similarly, psychological punishments also showed statistically non-significant correlation with children's holistic development ($r = 0.01$, $p = 0.86$), indicating there is no association between psychological punishments and holistic development.

Hence, positive reinforcement and communication-based practices are significantly and positively associated with children's holistic development, whereas physical punishments and psychological punishments are non-significant with holistic development which is aligned with the findings of the study conducted by Schober et al. (2018).

Statistical Analysis Procedure: Linear Regression

In this study, multiple linear regression analysis was used to examine the influence of disciplinary practices (communication-based practices and positive reinforcement) on holistic development of children including physical skill development, cognitive skill development, communication and language skill development, socio-emotional skill development and creative skill development. Initially, all four norms; i) normal distribution of dependent variables, ii) no multicollinearity, iii) no autocorrelation, and iv) no heteroscedasticity was checked.

Figure 4

Histogram of Dependent Variable (Holistic Development)

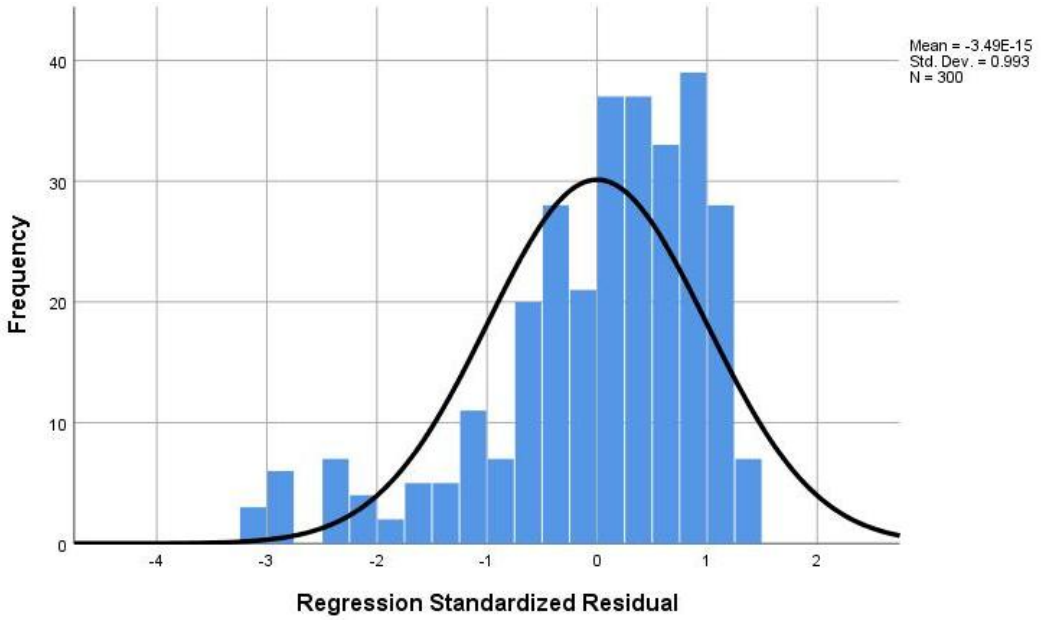


Figure 4 showed the normal distribution of dependent variable which is in a normal bell-shaped curve; fulfilling the first assumptions.

Collinearity test is performed which showed that multicollinearity is not a concern in this study.

Table 26

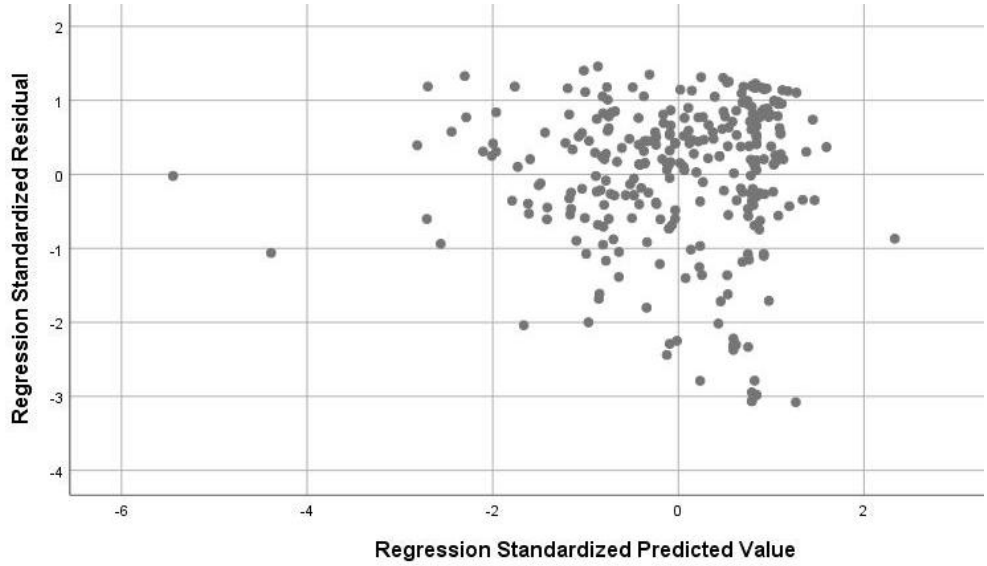
Collinearity Statistics

Variables	Tolerance	VIF
Positive Reinforcement	0.5	2.02
Communication	0.5	2.04
Physical Punishment	0.81	1.23
Psychological Punishment	0.83	1.20

From the table 26, tolerances of all the variables related to disciplinary practices are greater than 0.2, Variance Inflation Factors (VIF) are less than 3 and Durbin-Watson value is also less than 3 (Durbin-Watson = 1.65). Thus, the data met the assumption of no multicollinearity and no autocorrelation (Shrestha, 2020). Finally, Figure 5; the scatter plot showed there is no heteroscedasticity. The assumptions of homogeneity of variance and linearity was met.

Figure 5

Scatter Plot



After checking all four norms required for linear regression analysis, researcher performed multiple regression analysis to find out the influence of independent variables (physical punishment, psychological punishment, positive reinforcement and communication-based practices) on dependent variables (Holistic Development) by using multiple regression model:

$HD = b_0+b_1X_1+b_2X_2 +b_3X_3+b_4X_4+\varepsilon$

where,

HD = Dependent variable (Holistic Development)

b_0 = the constant or intercept; predicted value of HD when all predictors = 0

b_1, b_2, b_3, b_4 = unstandardized regression coefficients

X_1, X_2, X_3, X_4 = Independent variables, and

ε (epsilon) = Error term

As shown in table 27 and 28, ANOVA test and a multiple regression analysis was conducted to test whether different disciplinary practices (positive reinforcement, communication-based practices, physical punishment and psychological punishment) significantly influence children's holistic development or not. The ANOVA results from table 27 ($F = 4.032$, $p < 0.05$) indicated that different types of disciplinary practices (positive reinforcement, communication-based, physical punishment and psychological punishment) collectively provide a statistically significant influence in children's holistic development.

Table 27

ANOVA[a]

Model	Sum of Squares	Df	F	Sig.
Regression	21.671	4	**4.032**	**.003**[b]

a. Dependent Variable: Holistic Development

b. Independent Variable: Violent and non-violent discipline practices

The multiple correlation coefficient (R = 0.23) from table 28 showed a positive relationship between the four types of disciplinary practices taken together and holistic development which was combination of 5 domains. This model explained that all of these disciplinary practices taken together explained 5.2% of the variance in holistic development (R^2 = 0.052, Adjusted *R* = 0.039).

Table 28

Model Summary of Multiple Regression

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.23	**0.052**	0.039	1.16	1.653

Further coefficients of multiple regression analysis as shown in table 29 showed that communication-based practices significantly influence holistic development of children (b = 0.40, t = 2.795, p < 0.05) indicating that effective communication with children plays an important role in enhancing holistic development of children. In contrast, positive reinforcement (b = 0.03, t = 0.24, p = 0.81), physical punishment (b = 0.19, t = 1.01, p = 0.31) and psychological punishment (b = 0.05, t = 0.44, p = 0.66) were not statistically significant forecasters.

Table 29

Coefficients of Multiple Regression for Influence on Children's Holistic Development

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	b	β		
(Constant)	1.73		2.49	0.013
Positive Reinforcement	0.03	0.02	0.24	0.81
Communication-based	**0.40**	**0.23**	2.79	**0.006**

Physical Punishment	0.19	0.06	1.01	0.31
Psychological Punishment	0.05	0.027	0.44	0.66
a. Dependent Variable: Holistic Development				

These findings suggested that communication-based practices are the most influential disciplinary practice for enhancing holistic development on young children among all four disciplinary practices (b = 0.40), indicating that for every one unit increase in the practice of communication-based practices, holistic development scores increased by 0.40 units, holding other practices constant. The standardized beta (β = .23) indicated a positive effect and showed that communication-based practices have the strongest unique contribution among the four disciplinary practices in this model.

Chapter Summary

This chapter examined the use of different types of violent disciplinary and non-violent disciplinary practices being practiced by ECD teachers at ECD settings. The findings reflected that the implementation of physical punishments and psychological punishments are rejected by most of the ECD teachers. However, these are still practiced by some of the ECD teachers in some ECD settings. Most importantly, ECD teachers are giving higher emphasis for non-violent disciplinary practices like using polite words, praising positive behavior, encouraging self-reflection to children, reminding classroom rules on regular basis, encouraging young children to play turn by turn, encouraging them to play together, explaining the consequences calmly, redirecting child's activities, using signal cues, STAR chart, and PEACE corner. This chapter also showed different tests like t-tests, ANOVA, multiple regression test to find out either the practice of violent disciplinary and non-violent disciplinary practices by ECD Teachers is differed across different demographic variables or not and to examine the influence of these practices on holistic development of children. Overall, the findings showed that there is shift from violent disciplinary practices towards non-violent disciplinary practices on ECD settings. The multiple regression tests reflected communication-based strategies as a significant practice in holistic development of children.

CHAPTER V
FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented the major findings of this research in regard to three research questions raised in Chapter 1. The findings have been discussed under three themes, integrating the results of chapters IV. The three themes are disciplinary practices in ECD settings, variations in practice of different disciplinary practices, influence of disciplinary practices on holistic development of children.

Major Findings of the Study

The findings of this study at first showed either violent disciplinary practices are being practiced or not by ECD teachers at their ECD settings despite having clear policy banning rule in our country Nepal. The study identified different forms or violent and non-violent disciplinary strategies are being practiced in order to manage children's misbehavior or manage classrooms.

First, the findings of this study revealed that most of the respondents are female who are working as ECD teacher and there was very low participation of male as ECD teacher. Among the total respondents, the majority of the respondents were in their early middle-age. More than 1/3rd of the total respondents was from Newar ethnic group, reflecting their dominance presence in research site and very lower participation from marginalized groups including Dalit and Janajati. The study also revealed that more than half of the respondents are well educated and completed their Master's degree. However, some of the ECD teachers had only completed their SLC and practicing at ECD settings as an ECD teacher. Also, more than half of the respondents are having less than 5 years of ECD teaching experiences indicated that they are new or are in early-career as ECD teacher. Among the total respondents, nearly half of them shared not having any kind of ECD trainings which is very important for classroom management and practicing developmentally appropriate practices in ECD settings and most of the ECD teachers had short-termed ECD related trainings only. The majority of respondent ECD teachers are aware about policy regarding banning violent disciplinary practices in our country. However, remaining half of the respondents are not aware about the policy regarding banning violent disciplinary practices in educational institute. The findings of the study

showed that ECD teachers age doesn't significantly influence the use of positive reinforcement, communication and physical punishment practices. But there is a significant difference found in practice of psychological punishment by ECD teachers of age group below 30 years. Further the study revealed that there is no significant difference in practice of communication-based practices by ECD teachers having different duration of ECD trainings. However, there is significant difference in practice of positive reinforcement between ECD teachers having longer duration of ECD training and no ECD training, suggesting that longer the ECD training duration, stronger the implementation of positive reinforcement strategies among young children at ECD settings.

The study identified different types of violent disciplinary practices (physical punishments and psychological punishments) being practiced at ECD settings. ECD teachers are strongly disagreeing for the implementation of physical punishments and implementing non-violent disciplinary practices. This also shows that there is very minimal acceptance to any forms of physical punishment in the ECD settings by ECD teachers. Also, they are concerned about basic needs of children and avoid implementing restrictive practices in ECD settings and strongly safeguard the children's physiological needs. However, sometimes they are practicing certain psychological punishments like scolding children in louder voice, making them to write more or extra pages, stopping them from play and sometimes taking them to the principal's room with complains.

The study also identified different types of non-violent disciplinary strategies (Communication and Positive Reinforcement) being practiced by ECD teachers to encourage children in learning and managing their behavior. Most of the respondent ECD teachers are frequently using polite words (thank you, please, sorry), praising children on day-to-day classroom management, indicating higher emphasis on positive reinforcement and positive guidance to children. Setting rules, reminding rules, redirecting child's activity and teaching calm down techniques are moderately used. In contrary, practices like giving rewards (stickers, more play time etc.), use of STAR Chart and use of PEACE Corner are being less consistently practiced by ECD teachers and showed higher variations among ECD teachers. Also, the study reflected that ECD teachers are giving higher emphasis on communication for peer learning, promoting cooperation, social interaction and enhancing patience among children.

From the independent t-test, the study showed that gender doesn't significantly influence positive reinforcement, communication and psychological punishment practices in ECD settings, but there is a significant gender difference was found in the physical punishment practice. The study also revealed that there is significant difference in practice of violent disciplinary practices (Physical punishment and psychological punishment) and non-violent disciplinary practices (positive reinforcement and communication) in different school types. The results of the ANOVA test and the Post Hoc test revealed that ECD teachers with Bachelor's degree responded significantly higher practice of positive reinforcement compared to ECD teachers with other qualifications. While examining the correlation of violent and non-violent discipline on holistic development of children, the study showed that holistic development is significant with positive reinforcement and communication-based practices. Further from the multiple regression analysis on examining the influence of non-violent disciplinary practices on holistic development of children, the study revealed that communication practices influence the holistic development of children by 15.2%.

From the descriptive statistic of holistic development, the findings revealed that physical skill development domain was emerged as the most strongly perceived domain of children's holistic development, whereas the cognitive skill development was emerged as the least strong perceived domain. Communication and language skill, creative skill and socio-emotional skill development occupied an in-between position. These findings provided the foundation for examining the relationship between these disciplinary practices and holistic development of children.

Further the findings of this study showed that non-violent disciplinary practices especially communication-based practices are the fundamental practices and has positive influence on holistic development of children. A communication-based practices with respect, patience and calmness improves the positive impacts of disciplinary practices by endorsing mutual understanding, respect and trust. Rather than relying on different violent practices, ECD teachers could implement communication practices enhancing self-awareness, confidence, self – esteem and improve their socio-emotional, creativity, language, physical and cognitive skills. Hence, the study suggested that the disciplinary strategies should incorporate communication-based practices fostering children's holistic development.

Discussion of the Findings

This section begins with a discussion of respondents' different demographic variables like gender, age, qualifications and trainings. Further, this section discussed on implementation of different types of violent disciplinary and non-violent disciplinary practices varies regarding gender, ECD teacher's age, their qualifications and trainings; drawings from available literature review and theories. Finally, this section discussed on influences of different types of violent disciplinary and non-violent disciplinary practices on holistic development of young children.

Dimensions across Gender, Age, Qualifications, Trainings and Policy Awareness

The study revealed that female teachers overwhelmingly dominated Early Childhood Education and ECD settings indicating that early childhood development profession is female dominated profession and male teachers are underrepresentation. This result is aligned with the findings of the Organization for Economic Co-operation and Development (OECD), which revealed that the international trend reflecting Early Childhood Education is a "female profession" linked with emotional, caring, loving and nurturing (2023). This also aligned with Mofokeng (2025) who found that Early childhood development (ECD) teachers are mostly female even in school management and ECD leadership role as this sector is supposed as conquered by females and known as female occupation because of the general beliefs that females are more nurturing and caring than men. Thus, gender imbalance in ECD settings is not only in our context, but also an international trend. Some of the reasons that many males are not interested in this ECD profession are that this role is not seen as a profession in our society and the low-salary scale (Mukuna & Mutsotso, 2011).

According to Bandura's Social Learning Theory, children learn through observation and imitation. The majority of female ECD teachers means that children are often exposed to female teachers which could influence their understanding of loving, nurturing, caring, empathy and classroom behavior (Rahmaditha et al., 2024). Children might associate caregiving with femininity. This could influence their career choices, resulting more female than male in early childhood education. Likewise, according to Piaget's moral development theory, children develop moral understanding and learn empathy, fairness through interaction with their teachers and interpreting classroom rules. This would be more efficient if it's a male ECD teacher as a study conducted by Dhasni et al. (2026) concluded that the male teacher plays an important role in supporting moral development of children and strengthening their

character education. Since there is a huge gender imbalance tendency in our ECD practices which might result the extinction of male from this arena besides male being loving, caring, supportive, enthusiastic for this role and can set positive male role model. In order to fulfill this gap, several other countries like Norway, Denmark, Australia have revised their policy measures and initiated male ECD teacher recruitment campaigns encouraging males to join ECD; they have also initiated "Men in ECE" programs, revised financial incentives and professional development support (Perales-Dolendo, 2025). With this, these countries governing bodies are encouraging male teachers to enroll in early childhood education. The Government bodies from Godawari municipality can also follow similar kind of or more attractive and effective strategies in order to attract male ECD teachers.

The study also revealed that most of the ECD teachers are within 30 to 40 years age group, reflecting middle career steadiness pattern in ECD settings as they have longer period of classroom experiences and firmness. According to Colker (2008), the major qualities of ECD teachers are passionate about the children and teaching them, perseverance, risk taking nature, pragmatism, having patience, flexible, respecting individual children, creative, authentic, nurturing, energetic and with full of sense of humor with years of experiences. Middle-aged ECD teachers bring a good combination of these characteristics which significantly benefits young children. Bandura's Social Learning Theory suggests that children learn better by observing and imitating their competent role model ECD teachers as they are more likely to have significant teaching-learning experiences. Thus, they can easily show or teach moral behaviors such as honesty, empathy, truth, respect, love, care, rules and peer learning to children; aligning to Piaget's Moral Development Theory as well. However, this finding also reflects that there is weak young workforce entry into this profession and lack of potential workforce in future. This pattern also highlights the fact that we need policy reformation regarding recruitment of ECD teachers and working conditions to ensure their sustainability in Early Childhood Education. Regarding children, they observe and imitate their teacher's day to day teaching practices. If ECD teachers showed the characteristics mentioned earlier, children are more likely to develop those characteristics within them and developing positive socio-emotional skills. This aligns with the principles of Social Learning Theory which highlights that young children learn and imitates the behavior of their adults and teachers. In context of Lalitpur, Godawari municipality, schools are retaining

mid-aged female ECD teachers who have longer period of experiences and have stronger relationships with the families and communities, enhancing their moral values inside or outside the school premises (Slot et al., 2025).

Most of the ECD teachers were holding Bachelor's degree, which reflects that majority of the respondents are well-educated. Well educated educator possesses required knowledge and skills to deal with young children effectively by delivering the quality education which is essential for holistic development of children (The importance of well trained and educated ECD teachers, 2020). As per the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2015), a well-educated and qualified ECD teachers are better equipped for creating a developmentally appropriate practices which enhances children's holistic development. They can plan and apply appropriate teaching methods, manage classrooms effectively in a positive learning environment. Young children learn best through activities, games, interaction, experiment and explorations. Thus, well-educated ECD teachers could easily apply such theories in their classrooms, helping young children creating and constructing knowledges via interactions and explorations. Some of the respondents are holding SLC degree only. According to the School Sector Development Program (SSDP) 2016 – 2021, new recruited ECD teachers must have at least SLC or SEE qualification (Shanti Foundation, 2026), though it emphasized for the requirement of training and professional development to ensure holistic development of children. Children with only SLC degree may lack of suitable pedagogical knowledge, understanding of child psychology, developmental stages of children, behavior management, classroom management, different non-violent disciplinary practices affecting the quality of early childhood education and development (Dahal, 2024). With these limitations, they might implement violent disciplinary practices instead of non-violent strategies. According to Social Learning Theory, ECD teachers are role model whose knowledge, experiences, practices, attitudes and behaviors influence children's learning via observation and imitation. ECD teachers having bachelor's degree are expected to practice non-violent disciplinary practices which children can observe and imitate. Similarly, they could encourage children with moral reasoning, critical thinking, cooperation, decision making and respecting rules aligning Moral Development Theory. In context of research site, most of the ECD teachers having Bachelor's degree reflects that this municipality has better access to higher education institutes.

Most of the ECD teachers are working at ECD settings without any professional development trainings reflects a serious weakness in our ECE systems. According to Okeke et al. (2024), lack of ECD related trainings lacks the effective pedagogical knowledge which is very crucial for classroom management and understand child's developmental stages; influencing holistic development of children. The study conducted revealed that many ECD teachers are hired despite lower qualification and lack of trainings with lower salary scale which normalizes the use of violent disciplinary practices as a behavior managing mechanism (Saleem & Hussain, 2022). According to Piaget, children keep on constructing several knowledges through interaction with their teachers, thus ECD teachers must clearly understand children's different developmental stages which is possible by higher academic qualifications and ECD related trainings. Similarly, Bandura suggested that children learn from their teachers by observing, imitating and interacting with them. If the ECD teachers are not well-trained, they could depend on traditional disciplinary practices, including both violent disciplinary and non-violent disciplinary practices (UNICEF, 2025). This finding also reflected that there is a critical gap in professional capacity in ECD.

Nearly half of the respondent ECD teachers not aware about the policy regarding banning violent disciplinary practices in educational institute. This reflected that there is a significant gap between policy formulation and implementation of that policy in educational institutes as violent disciplinary practices are completely banned in our country, Nepal with the Act relating to children (Section 7(5) and 66(2)(d)) barring all kind of violences (physical and mental) in all educational settings (End Corporal Punishment, 2018). It's been more than 7 years and yet more than half of the respondents are not aware of the ban on violent disciplinary practices revealed that these policies have not been communicated in all educational institutes effectively. ECD teachers who are not aware about these policies, they are more likely to implement violent disciplinary practices to young children (Ntebi & Mbennah, 2022). Hence, formulating policies regarding banning violent disciplinary practices alone is not sufficient to change in disciplinary practices in educational institutes. According to Social Learning Theory, ECD teachers are role model to their children whose behavior are observed and imitated by children. Due to lack of trainings, ECD teachers might be failed to practice non-violent disciplinary practices and humble communication-based practices. As a result, children might not have enough

opportunities to learn respectful and positive behavior via observation and imitation. Likewise, according to Moral Development Theory, children enhance their moral understandings via positive interactions with their ECD teachers and if teachers are not sufficiently trained, they might respond inconsistently to child safety and protection matters, which negatively impacts on moral reasoning of children.

Violent Disciplinary Practices in Practice

The findings of this study indicate that most of the ECD teachers are moving away from violent disciplinary practices and implementing non-violent disciplinary practices. However, certain portion of the ECD teachers in this study revealed that they are still practicing violent disciplinary practices like psychological punishments (Scolding, threatening, taking children to principal's room, not allowing children to drink water or go to toilet and not allowing children to play) and physical punishments (spanking, hitting by hand or ruler, ask children to write extra, ask children to stand in a corner of the classroom). A study showed that these forms of violent disciplinary practices are often practiced in ECD classrooms where ECD teacher training in non-violent disciplinary practices is limited (Grogan-Kaylor et al., 2021). Another study revealed that ECD teachers are practicing psychological punishments like stand in a corner, not allowing for play are justified as "time-outs" which results social withdrawal and behavioral problems in children (Buell & Kuntz , 2024). These studies indicate that Early Childhood Education in our context is still in transitional phase.

The recent study conducted by Shumetu et al. (2025) showed that most of the ECD teachers are practicing child-centered and developmentally appropriate practices; though they are also practicing violent disciplinary practices due to gap between their understandings and the real classroom scenario such as overcrowded classrooms, lack of trainings, contextual pressure and poor monitoring mechanism. Similarly, the study conducted by Okeke et al., (2024) claimed that some of the ECD teachers are continuing the practice of violent disciplinary practices as it is necessary to manage classroom and control behavior of children.

As per Phillips et al. (2022), ECD teachers practice of violent disciplinary practices impacts on child's self-regulation and socio-emotional development. ECD teachers are practicing violent disciplinary practices which they might learned during their schooling, they observed their teachers, imitated their strategies and implementing on children at ECD settings. Likewise, according to Akdemir and

Aydemir (2025), the psychological punishments such as not allowing children to play, drink water and go to toilet are not causing them any physical harm but it could negatively impact in children like increased anxiety, attention deficit, memory loss, inconsistency in desires, emotional overreaction, clumsiness and decreases in motor coordination skills. This reflects that to reduce the use of violent disciplinary practices at ECD settings, there is need of continuous trainings and awareness programs to ECD teachers. The result of this study is similar to some existing literatures like Grogan-Kaylor et al. (2021), Buell and Kuntz (2024). Shumetu Taya et al. (2025), Okeke et.al. (2024), Akdemir and Aydemir (2025) and Phillips et al. (2022) which shows that ECD teachers are practicing violent disciplinary practices like psychological punishments (Scolding, threatening, taking children to principal's room, not allowing children to drink water or go to toilet and not allowing children to play) and physical punishments (spanking, hitting by hand or ruler, ask children to write extra, ask children to stand in a corner of the classroom) to some extent to manage classrooms and manage child behavior.

From the prospective of Bandura's Social Learning Theory, children learn behaviors by observing, copying their teachers and execute that behavior while interacting with their teachers or friends. If the teachers are practicing violent practices to solve conflicts and behavioral issues, children could internalize such aggressions as an acceptable means of solving conflicts, and they can show such behavior and aggression with their friends and in classroom. Similarly, if a teacher practices psychological punishments such as threat, humiliation, mocking etc.; children might encounter inappropriate verbal behaviors which they reproduce during interactions with their friends. Thus, as per Bandura, children could execute aggressive behaviors which they observed in their teachers.

Likewise, Piaget's Moral Development Theory suggests that children are being obedient out of fear or non-violent disciplinary practices rather than understanding moral logics behind any suitable behavior. Thus, depending on violent disciplinary practices might encourage children to be obedient but won't foster moral reasoning and self-discipline. In the context of research site, some of the ECD teachers are practicing violent disciplinary practices as they might think violent disciplinary practices are considerable acceptable.

Non-Violent Disciplinary Practices in Practice

This study found that ECD teachers are practicing several non-violent disciplinary practices such as positive reinforcements (praising, using polite words, encourage self-reflection, set and remind classroom rules regularly, using signal cues) and communication practices (solving conflicts showing peace and patience, encourage children to play together, encourage children to play turn by turn). Similar to the result of this study, a study conducted by Okorn et al. (2021) stated that children's behaviors could be managed by positive and communication practices, particularly setting and reminding rules; and explaining consequences to enhance their socio-emotional skill.

Similarly, the study conducted by Braund and Timmons (2021) claimed that practicing communication practices and positive reinforcement practices such as self-reflection and self-regulation are very essential for child's lifelong wellbeing. Likewise, ECD teachers are encouraged to practice positive reinforcements at ECD settings into their day-to-day interactions and practices among young children to enhance their holistic development and create safe learning environment (Djamnezhad et al., 2021). Likewise, a study found that different types of non-violent disciplinary practices are practiced among children of aged from 3 to 5 years at ECD settings which is positively influencing the children's developmental and learning outcomes (Islam, 2024). A study of Houston et al. (2024) claimed that teachers are being practicing emotion-focused communication strategies to manage classrooms and behavior of children; improving their classroom participation and engagement. Another study resulted that ECD teachers are giving priority to communication strategies and social-emotional competency at ECD settings to manage classroom and behavior of children (Seo & Bae, 2024).

Bandura's Social Learning Theory highlights the importance of non-violent disciplinary practices (communication-based and positive reinforcement) in shaping children's behavior via observation, imitation and reproduction. Teachers could motivate children in learning, participation in activities and social engagement via acknowledging their efforts, encouragement and providing constructive feedback.

From the prospective of Piaget's Moral Development Theory, children can better understand the importance and meaning of rule if a teacher explains it properly rather than demanding and expecting children to become obedience. With as proper communication, children could understand another person's prospective and fairness.

Likewise, with positive reinforcement, when teacher acknowledge their behaviors such as sharing, caring, empathy, cooperation and helping nature; it helps developing moral understanding. This inspire children to understand the importance of caring for peers rather than being obedient to avoid punishments or get rewards.

The result of this study is similar to some recent literatures like Okorn et al. (2021), Braund and Timmons (2021), Djamnezhad et al. (2021), Houston et al. (2024), Seo and Bae (2024) and Islam (2024) which confirms that positive reinforcements and communication strategies are widely practiced non-violent disciplinary practices at ECD settings by ECD teachers to manage children's behavior and classroom management.

Influence of Disciplinary Practices on Children's Holistic Development

The study found that physical skill development domain was emerged as the most strongly perceived domain of children's holistic development, whereas the cognitive skill development was emerged as the least strong perceived domain. In contrary, the study conducted by Islam et al. (2025) found that social-emotional and literacy-numeracy domains are the key predictors.

The findings of this study also revealed that ECD teachers are being practicing several disciplinary practices (positive reinforcement, communication strategies, physical punishment and psychological punishments) to some extend to manage classrooms and children's behavior. Further after conducting multiple regression analysis, surprisingly the result revealed that communication-based strategies are the most influencing disciplinary practices on holistic development of children; compared to positive reinforcement, physical punishment and psychological punishment. Likewise, a study conducted by McMullen et al. (2026) argued that communication based disciplinary strategies are effective practices on teaching children about empathy, self-regulation, self-expression and negotiation rather than managing their behavior through fear (psychological punishment). Further the findings revealed that the communication practices reduce classroom conflicts and enhance children's holistic socio-emotional development and strengthen teacher-children bond too.

A study conducted by Vargas Pímentel et al. (2026) showed that ECD teachers being practicing several communication practices under non-violent disciplinary practices such as explaining consequences, solving conflicts with dialogues and listen to children patiently; strongly influences the holistic development of children enhancing their cognitive skill, socio-emotional skill, and communication skill.

Likewise, a study conducted by Sharma (2025) reveled that EEC teachers practicing communication-based strategies including storytelling, peer play, dialogues among children and teacher rather than violent disciplinary practices (physical punishment and psychological punishments) at ECD settings develops sympathy, empathy, confidence and conflict solving skill which significantly enhance socio-emotional development of children. Further the author Sharma linked communication strategies directly with different domains of holistic development of children such as socio-emotional development and communication skill development.

A study conducted by Clayback et al. (2024) explored 25 ECD teachers on communication strategies and supportive positive behavior which later revealed that ECD teachers practicing communication practices as a disciplinary practice resulted significant improvements in children's socio-emotional behavior and classroom participation. Further the author concluded that communication practices are the most developmentally appropriate practices rather than violent disciplinary practices for fostering their holistic development at ECD settings. Similar to this study, a study conducted by Prime et al. (2023) found that communication strategies and non-violent disciplinary practices are developmentally beneficial to children rather than violent disciplinary practices; improving their linguistic and cognitive skills whereas these are the components of holistic development. Further the study revealed that the communication practices strengthen the bonding between children and teacher; securing their self-regulation.

A scoping review of 18 studies conducted by Zheng et al. (2021) summarized that interactions between ECD teachers and children implementing communication strategies in ECD settings significantly enhance children's language skill and socio-emotional skill; supporting their holistic development as this strategy is valuing children's voices. A systematic overview of 223 systematic reviews conducted by Quail and Ward (2020) concluded that communication based disciplinary practices including praising, solve conflicts with dialogues, solving conflicts calmly, explaining consequences as listed in this study are more developmentally appropriate for holistic development of children than violent disciplinary practices. Another systematic literature review conducted by Nilfyr and Ewe (2025) highlighted that positive communication practices and dialogues between children and ECD teachers positively influence their emotional, cognitive, language and socio-emotional development. Further this review emphasized that communication-based strategies are not only

disciplinary practices but also a way for long-term psychological adjustment and their academic success in future.

In contrary to this study, Sargsyan et al. (2024) explored a playful parenting program in Nepal and Uganda where they found that positive reinforcements significantly enhance the domains of children's holistic development including their cognitive skill development and socio-emotional skill development. Likewise, a study conducted by Hosokawa et al. (2024) in Japan suggested that positive reinforcements like praising, encouraging self-regulation, setting classroom rules, giving emotional support and using calm down techniques promotes socio-emotional behavior of children and strengthen their holistic development; critically arguing that non-violent disciplinary practices are more sustainable than violent disciplinary practices.

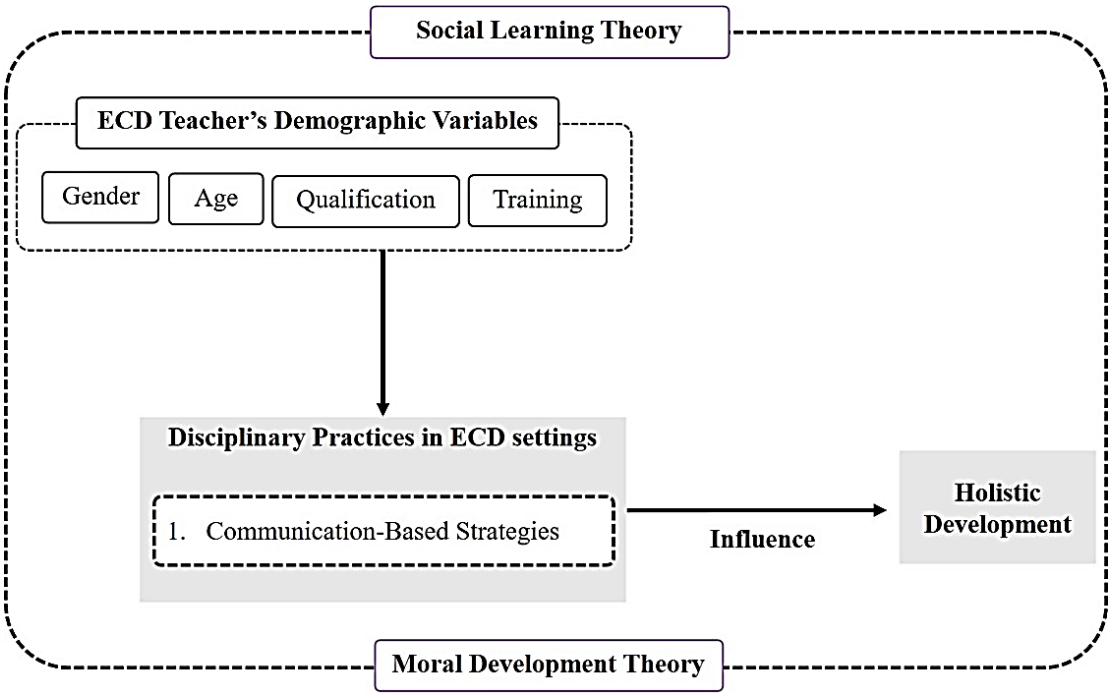
The finding of this study is aligned with Bandura's Social Learning Theory. Bandura argues teachers are children's behavioral model. When ECD teacher practices calm, positive communication with empathy and solve conflicts, children observe these practices and are more likely to practice those behaviors in their interactions. Such behavior supports their language development, socio-emotional skill development and they actively engage in learning activities. Positive reinforcement also encourages children to repeat desirable and appropriate behavior when they notice that their efforts and actions are acknowledged by their teacher.

Similarly, aligning with Moral Development Theory, children move from heteronomous morality stage to autonomous morality stage and communication-based practices encourages them to realize why a behavior is correct or incorrect enhancing their moral reasoning rather than obeying rules out of fear. In ECD settings, with the practice of violent disciplinary practices, children might obey the rules out of fear and negative consequences. But they won't understand the importance of rules and how their actions could negatively impact others. In contrary, practice of communication-based practices and positive reinforcement help children understand the importance of rules and reasons.

Based on the findings of this study, the researcher developed a model showing communication-based disciplinary practices significantly influence on children's holistic development which is shown in figure 6. This model is based on Bandura's Social Learning Theory and Piaget's Moral Development Theory.

Figure 6

Model of Impactful Disciplinary Practices in ECD Settings



Chapter Summary

Firstly, the researcher explained the major findings of this study as a result in this chapter. The study found that most of the ECD teachers are giving higher emphasis on non-violent disciplinary practices. However, some of them are implementing certain physical punishments and psychological punishments in ECD settings to manage classrooms and manage behavior of children. There was a difference in practice of different disciplinary practices among dimensions according to gender, school type, academic qualifications, age of ECD teachers and trainings. But there was no difference found among ECD teachers from different ethnicity background. Out of four major types of disciplinary practices (Physical punishment, psychological punishment, Communication based strategy and Positive reinforcements), the researcher found out that communication-based strategy is the one of the major practiced disciplinary practices which significantly influence holistic development of children; enhancing their socio-emotional skills, communication skills, cognitive skills, Creative / Imaginative skills and physical development skills.

CHAPTER VI
RECAPITULATIONS, CONCLUSION AND IMPLICATIONS

In this last chapter, the researcher presented a conclusion based on the findings of this study discussed in chapter V; revealing that both violent disciplinary and non-violent disciplinary practices are existing in ECD settings; resulting their influence is significantly different in children's holistic development. Following this, the implications for the ECD teachers, policy makers and research implications were presented. At the end, the researcher concluded this study with some personal thoughts and viewpoints.

Recapitulations of the Study

Early Childhood Development is the foundational stage of children's holistic development including their cognitive skill development, physical development, socio-emotional skill development, creative / imaginative skill development and communication skill development. ECD teachers' disciplinary practices in ECD settings for classroom management and children's behavior management significantly influence children's learning outcomes and their holistic development. In context of Nepal, violent disciplinary practices including physical punishments and psychological punishments are still in practice in ECD settings despite formation of violent disciplinary practices banning policy in all types of educational settings and growing advocacy for child-centered and developmentally appropriate learning environment. Even though ECD teachers are widely encouraged to practice non-violent disciplinary practices like communication-based practices and positive reinforcement practices, violent disciplinary practices are continued in practice due to lack of professional development trainings regarding disciplinary practices and lack of awareness regarding non-violent disciplinary practices. However, the actual disciplinary practices practiced by ECD teachers in ECD settings and their influence on holistic development of children is inadequately studied in our Nepalese context. Dimensions such as academic qualifications, gender, age, trainings, teaching experiences influences the use of violent disciplinary and non-violent disciplinary practices in ECD settings. Although several international studies have stressed the negative impacts of violent disciplinary practices and benefits of non-violent disciplinary practices on children, empirical quantitative studies from Nepal are very

limited. Hence, this quantitative study is conducted to find out the different forms of disciplinary practices being practiced in ECD settings and influence of those practices on holistic development of children during their early childhood development. For this, this quantitative study has been guided by three major research questions: 1. What forms of violent disciplinary and non-violent disciplinary practices are most commonly practiced by ECD teachers at ECD settings? 2. To what extent ECD teacher's choice of violent disciplinary and non-violent disciplinary practices differed across different demographic variables? 3. What is the influence of violent disciplinary and non-violent disciplinary practices in holistic development of children? To find out the answers to these questions, a survey was conducted among 300 ECD teachers from Godawari municipality, Lalitpur.

In ECD settings, classroom management and handling children's behavior is a challenging to all the ECD teachers. So, in order to manage classroom and children's behavior, ECD teachers could practice different disciplinary practices which could influence their holistic development. In the context of Nepal, the researcher couldn't find any studies regarding the practice of different forms of disciplinary practices at ECD settings and the influence on holistic development of children. In order to fulfill this gap, to find out the disciplinary practices at ECD settings and its influences on holistic development of children; Albert Bandura's Social Learning Theory and Jean Piaget's Moral Development Theory ware incorporated. These theories were used to understand the ECD teacher's choice of disciplinary practices, its impact on children's learning outcome and influence on holistic development of children.

This study used a post-positivist paradigm and questionnaire for survey was developed through Delphi method. The questionnaires were on 6-point Likert scale from 1 (Rarely Agree) to 6 (Strongly Agree). The questionnaire consisted items regarding physical punishments, psychological punishments, positive reinforcements and communication-based practices. Then the questionnaire's reliability, validity and practicability were guaranteed. Successful pilot testing of 30 respondents was conducted with Cronbach's alpha 0.94, which satisfied the reliability test. The survey was conducted among 300 ECD teachers as the total population was 605 and the sample size was 240. Ethical considerations were ensured while conducting this study.

Descriptive analysis was performed where the result revealed that the practice of disciplinary practices was different depending on gender, age of ECD teachers,

their academic qualifications and trainings. Further, multiple regression test was conducted which revealed that communication-based practices significantly influence the holistic development of children during early childhood development.

Conclusion

This study examined the relationship between different forms of disciplinary practices and holistic development of children, concentrating on their physical, cognitive, socio-emotional, communication and creative skill development. The findings specified that violent disciplinary practices including physical punishments and psychological aggressions do not positively influence holistic development of children. In contrast, non-violent disciplinary practices mainly communication-based practices positively influence holistic development of children. Eventually, the study revealed that the quality of discipline practiced by ECD teachers is not violent disciplinary practices; it is communication-based practices - the primary determinant of holistic development of children.

Violent disciplinary practices could suppress the wrong doings and unwanted behavior of children temporarily, but doesn't promote confidence, critical thinking, emotional – regulation, resilience and interpersonal skills which children need to flourish. In contrast, communication-based practices is a primary driver of children's holistic development by developing confidence, emotional security, competent individual and responsible person. ECD teachers who practiced solving conflicts with dialogues, communicate with children patiently and calmly, explain consequences, encourage children to play together, encourage them to play turn by turn and listens to them; they are helping children to manage their behavior and improving their emotional regulation. Hence, communication-based strategies improve holistic development during their early childhood development.

Hence, this study concludes that effective child disciplining practices move beyond violent disciplinary practices towards non-violent disciplinary practices for holistic development of children. It is crucial to identify and advocate for developmentally appropriate, child-centered non-violent disciplinary strategies in ECD settings. Policymakers, ECD teachers and educational institutes should emphasize non-violent disciplinary practices; specially communication-based practices to ensure children's safety, security, supportive and developmentally appropriate learning environment. Such practices not only address behavioral concerns but also enhance holistic development of children, ensuring that non-violent

disciplinary practices are foundation for lifelong well-being of individual children rather than merely a means of obeying instructions and being obedience.

Implications of the Study

This study presents important findings on ECD teachers' disciplinary practices in their classrooms in ECD settings and their influence on holistic development of children. The findings of this study have several crucial implications for ECD teachers, early childhood education practices, ECD teacher training, ECD related policy and future researches regarding the practice of violent disciplinary and non-violent disciplinary practices in ECD settings.

For ECD Classroom Practices

The study can be implied by ECD teachers in their classroom by shifting from punitive disciplinary practices towards positive and communication-based non-violent disciplinary practices to make their classrooms child-friendly, nurturing and supportive. They can manage children's behavior and classroom by practicing communication-based practices such as encouraging children to play turn by turn, encourage them to play together, solve conflicts patiently, calmly and with dialogues. They can further strengthen these practices by continuous practice of using positive reinforcements including use of polite words, praising children on regular basis, setting classroom rules, reminding rules on regular basis and encourage children on self-reflection which helps on enhancing holistic development of children.

For Teacher Trainings

The study highlighted the significant implication for ECD teachers training and professional skill development. The findings of this study showed that ECD teachers with training in ECD practiced non-violent disciplinary practices more often than those who didn't have any trainings related to ECD. Training programs for ECD teachers should be prioritized non-violent disciplinary practices, communication-based methods, positive reinforcements, classroom management skills, child development stages, child psychology and holistic development. ECD teacher professional development trainings should move beyond classroom management and focus on practical role play activities as well where teachers could demonstrate how teachers can manage and redirect wrong doings and inappropriate behavior of children through communication-based practices and calmly, rather than practicing violent disciplinary practices. Additionally, ECD teachers should train on understanding different developmental outcomes and emotional consequences of

different forms of disciplinary practices and understand individual children's developmental stage and their behavioral need. Thus, ECD teachers should attain short-term or long-term ECD trainings which encouraged them to practice non-violent disciplinary strategies including positive reinforcements and communication-based practices to manage children's behavior and classroom without practicing violent disciplinary practices.

For School Policy and Government Authorities

Schools and preschools should revise their student management or student discipline policies to replace violent disciplinary practices by non-violent disciplinary practices. Every school is required to set standardized classroom management guidelines which clearly states about the acceptable disciplinary practices; prohibiting violent practices including physical punishments, humiliations, psychological punishments and any other harmful practices. Schools and preschools authorities should observe classrooms in regular basis to ensure the implementation of non-violent disciplinary practices.

The study showed that many ECD teachers are not aware about the ban of violent disciplinary practices in educational institutes. This supported the need of clear formation and communication of policy among all the ECD teachers properly so that they should be discouraged to use violent disciplinary practices and encouraged to practice non-violent disciplinary practices; so that they could create safe, nurturing and child-friendly learning environment for children. Policy makers and school administrators should ensure that there are an effective and supportive monitoring mechanisms which encourages ECD teachers to implement non-violent disciplinary practices. School authoritative also scheduled workshops and awareness programs for ECD teachers to enhance their practices and knowledge regarding child psychology, child's developmental stages and child-centered practices for the holistic development of children. Government bodies should conduct awareness campaigns regarding ban of violent punishments in educational institutes through social media platforms, television, radio, schools etc. Government bodies could also plan for periodic observation and monitoring mechanisms to assess each educational institute.

For Future Research

Finally, this study provides the implications for future researches. Firstly, this study was conducted among ECD teachers from Godawari municipality only. Further studies can be conducted in different regions or throughout Nepal. Qualitative study

could also be conducted to find out the in-depth insights into ECD teachers' practices, experiences, classroom management strategies and motivations behind practice of different disciplinary practices. Future studies should use longitudinal research designs to identify the long run impacts of different disciplinary practices on children's holistic development. In future, comparative studies could be conducted across different types of schools (public, private, community based, rural and urban schools etc.) for the broader understanding of contextual differences in practice of different disciplinary practices. This study highlighted the importance of communication-based strategies for the holistic development of children. Further researches could highlight the importance of other non-violent disciplinary strategies as well for the holistic development of children. Mix-method research could be conducted with ECD teacher interviews and classroom observation to complement quantitative findings and to provide in-depth insights into the ECD teachers and children at ECD settings.

Chapter Summary and Final Remarks

I commenced this study with a robust curiosity in finding the different forms of disciplinary practices being practiced in ECD settings and their influence on holistic development of children. As I proceeded this research journey, I realized that despite being young children - below 8 years, ECD teachers are practicing different types of violent disciplinary practices for classroom management and managing children's behavior which is significantly influencing their socio-emotional, cognitive, physical, creativity and communication skill development. While reviewing different international and national literatures, I found several studies related to secondary students, parenting, socio-emotional development, case studies, literature reviews etc.; there were limited quantitative studies specially focusing violent disciplinary and non-violent disciplinary practices at ECD settings in context of Nepal. Hence, this gap inspired me to conduct this study.

Both academically and professionally, this research journey became an important learning experience where I learned that research requires patience, accuracy, continuous reflection, dedication and time management. I realized the value of ethical considerations, consents, proper communication with respondents and questionnaires. After data collection, while entering the data in SPSS and analyzing the data, I understood the value of accuracy. Even small error can influence the interpretation of findings of the study. Thus, researchers must be highly focused,

dedicated, attentive and systematic throughout the research journey. Another major lesson for this journey was the careful selection of statistical tools aligning the research objectives and questions. The statistical analyses such as descriptive analysis, t-tests, ANOVA tests, correlations and regression analysis; all needed to be aligned with research questions. This process enhanced my understanding of quantitative methodologies and my ability to compute survey data in SPSS along with meaningful interpretations.

Finally, completing this study has been a rewarding academic journey by deepening my understanding of child development, importance of different forms of non-violent disciplinary practices especially communication-based strategies which are the most influencing practices for children's holistic development and educational research. More importantly, this study has reinforced my vow towards advocacy for safe, secure, child-centered and developmentally appropriate learning environment for children at ECD settings.

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ANNEXES

Annex 1: Letter for Survey

Kathmandu University
School of Education

2nd December 2025

To Whom It May Concern

Ms. Rajanee Maharjan has been studying M. Phil in Early Childhood Development at the School of Education of this University since February 2025. For the completion of her M. Phil thesis, she is conducting a research on **"HARM OR HEAL, RETHINKING DISCIPLINARY APPROACHES IN EARLY CHILDHOOD DEVELOPMENT: CONVERGENT MIXED METHOD STUDY."**

In course of her research, she is currently visiting different places where she needs to consult libraries, research centers, educational consultancies and related government organizations & schools. She is collecting data for her research from educationists, policy makers, development activist, school management committee, teachers, parents, students and educational administrators.

Therefore, I would like to request the concerned organizations and personalities to co-operate her on her research activities.

Prof. Bal Chandra Luitel, PhD
Dean

Annex 2: Survey Questionnaires

सजाय र बालबालिकाको सर्वाङ्गिण बिकास सम्बन्धी प्रश्नावलि २०२५

नमस्कार,

हाल म काठमाडौं विश्वविद्यालयबाट "प्रारम्भिक बाल विकास (ECD)" मा एमफिल (MPhil) गर्दैछु। यस अन्तर्गत - प्रारम्भिक बाल विकास केन्द्रहरूमा शारीरिक सजाय र बालबालिकाको सर्वाङ्गिण बिकास बीचको सम्बन्धमा अध्ययन।

यस अध्ययनको लागि आफ्नो बहुमूल्य समय दिनुभएमा म आभारी छु र हजुरको सहभागिताको आशा गरेको छु। यदि हजुरले यो फारम भर्नुभयो भने हजुरले दिनुभएको जानकारिहरु यस अध्ययनको लागि प्रयोग गर्न अनुमति दिनुभएको छ भन्ने बुज्नेछु। यस अध्ययनको क्रममा सन्कलन गरीएका सबै जानकारिहरु गोप्य राखिनेछन्। यस अध्ययनबाट तयार हुने कुनै पनि रिपोर्ट वा प्रकाशनमा हजुरको पहिचान खुलाइने छैन।

यस अध्ययनबाट प्राप्त जानकारीहरु सुरक्षित रूपमा राखिनेछ र यस अध्ययनमा सम्बन्धित team लाई मात्र पहुँच हुनेछ। यस अध्ययनमा तपाईंको सहभागिता पूर्णतया स्वैच्छिक रहनेछ। हजुरले कुनै पनि समयमा भाग लिन अस्वीकार गर्न सक्नुहुनेछ। प्रश्नावलीहरू भर्न केवल १५ मिनेट मात्र लाग्नेछ र यो भर्न हजुरलाई अनुरोध गर्दछु। यदि हजुरसँग यस अनुसन्धानको बारेमा कुनै प्रतिक्रिया वा टिप्पणीहरू छन् भने, मलाई सम्पर्क गर्न सक्नुहुनेछ।

रजनी महर्जन

Email: rajanee_mphilecd2025@kusoed.edu.np

मोबाइल: ९८४९४४२०५४

यस सर्वेक्षणका निष्कर्षहरू काठमाडौं विश्वविद्यालयको ई-लाइब्रेरीमा (E-library) उपलब्ध गराइनेछ। यस अनुसन्धानमा हजुरको सहभागिताको लागी अग्रिम धन्यवाद।

पहिचान (Demographic Details)

१) हजुरको थर: _____

२) विद्यालयको प्रकार:

☐ सार्वजनिक ☐ निजी

३) बालबालिकाको उमेर समूह:

☐ ३ वर्ष मुनि ☐ ३-४ वर्ष ☐ ४-५ वर्ष ☐ ५-६ वर्ष

☐ ६-८ वर्ष

४) लिङ्ग:

☐ महिला ☐ पुरुष ☐ अन्य _____

५) हजुरको उमेर (वर्ष): _____

६) हजुरको योग्यता : _____

७) ईसीडी (ECD)-सम्बन्धित तालिम

☐ लिएको छैन ☐ १ - २ महिना ☐ २ - ६ महिना ☐ ६ - १२ महिना

☐ १ वर्ष भन्दा बढी

८) कुल शिक्षण अनुभव (वर्ष): _____

९) कुल ईसीडी शिक्षण अनुभव (वर्ष): _____

१०) शिक्षण माध्यम

☐ नेपाली ☐ अंग्रेजी ☐ नेपाली अंग्रेजी मिश्रण ☐ अन्य भाषा _____

११) के विद्यालयमा शारीरिक सजाय प्रतिवन्ध लगाउने (banning violent) सम्बन्धी लिखित नीति छ?

☐ छ ☐ छैन ☐ थाहा छैन

१२) के विद्यालयमा बालबालिकालाई दिईने शारिरिक सजाय सम्बन्धी आचार संहिता (Code of Conduct) छ ?

☐ छ ☐ छैन ☐ थाहा छैन

१३) कक्षाकोठा व्यवस्थापन तथा बालबालिकालाई अनुशाशित गर्ने हिंस्रक अभ्यास (Violent Disciplinary Practices)

कक्षाकोठा व्यवस्थापन तथा बालबालिकालाई अनुशाशित गर्ने अभ्यासहरु	१ पटक्कै छैन	२ महिनामा एक पटक जसो	३ महिनै पिच्छे जसो	४ हप्तै पिच्छे जसो	५ दिन दिनै जसो	६ दिनका दिन
बालबालिकालाई कक्षाकोठाको कुनामा उभ्याँउनु						
बालबालिकालाई कक्षाकोठा बाहिर उभ्याँउनु						
बालबालिकाको कपाल तान्ने						
बालबालिकाको कान निमोठ्ने						
बालबालिकालाई हातमा वा मुखमा पिट्नु (अरु साथिलाई थुकेमा, टोकेमा आदि)						
बालबालिकालाई कुनै साधनले (जस्तै लट्ठी स्केल) पिट्ने						
बालबालिकालाई कान समातेर उठ्बस गराउने						
बालबालिकालाई बढी लेख्न दिने						
बालबालिकालाई खेल्न नदिनु						
बालबालिकालाई पानी पिउन नदिनु						
बालबालिकालाई ठुल्ठुलो आवाजमा कराउने (जस्तै चिच्याउने, गाली गर्ने)						
बालबालिकालाई प्रधानाध्यापकको कोठामा लैजाने						
बालबालिकालाई शौचालयमा जान नदिनु						

बालबालिकालाई एउटा खुट्टामा उभिन लगाउने						

१४) हजुरले आफ्नो कक्षाकोठामा कस्तो खालको सकारात्मक अनुशाशन (Non-Violent Discipline Practices) प्रयोग गर्दै आईराख्नुभएको छ ?

		कुनै एउटामा मात्र tick (√) गर्नुहोस् ।					
SN	**सकारात्मक अनुशाशन (Non-Violent Discipline Practices)**	१ पटक्कै छैन	२ महिनामा एक पटक जसो	३ महिनै पिछे जसो	४ हप्तै पिछे जसो	५ दिन दिनै जसो	६ दिनका दिन
१४.१	बालबालिकाको सकारात्मक व्यवहारको प्रशंसा गर्ने						
१४.२	बालबालिकालाई पुरस्कार दिने (जस्तै स्टिकर, अतिरिक्त खेल समय आदि)						
१४.३	शिक्षकले स्टार चार्ट (Star Chart) को प्रयोग गर्ने						
१४.४	विनम्र शब्दहरू प्रयोग गर्ने (जस्तै कृपया, धन्यवाद, माफ गर्नुहोस् आदि)						
१४.५	Peace Corner को प्रयोग गर्ने						
१४.६	अरु विकल्पहरू दिएर बालबालिकाको ध्यान अन्तै लाने						
१४.७	बालबालिकालाई आफुले गरेको काम कुरालाई दोहोर्याएर सोच्न लगाउने (Self Reflection)						
१४.८	बालबालिकाको व्यवहारलाई मार्गदर्शन गर्न बिभिन्न संकेतहरूको प्रयोग गर्ने (जस्तैः चित्र तालिका, शान्त बस्ने संकेतहरु)						
१४.९	कक्षाकोठाको नियमहरू सेट गर्ने						
१४.१०	बालबालिकालाई शान्त हुने तरिकाहरू सिकाउने (जस्तै गहिरो सास भित्र र बाहिर निकाल्ने, १० सम्म गन्ने आदि)						
१४.११	बालबालिकालाई नियमहरू निरन्तर रूपमा सम्झाउने						
१४.१२	बालबालिकालाई मिलिजुली खेल्न प्रोत्साहन गर्ने						
१४.१३	बालबालिकालाई पालैपालो गर्न प्रोत्साहित गर्ने						
१४.१४	सम्भावित नराम्रो नतिजाहरुको शान्त तरिकाले व्याख्या गर्ने						
१४.१५	कुराकानी मार्फत झगडा समाधान गर्ने						
१४.१६	कक्षाकोठामा झगडा समाधान गर्न शान्त, धैर्य र दया देखाउने						

Influence of Different Disciplinary Practices on Holistic Development of Children. बालबालिकाको सर्वाङ्गीण विकासमा विभिन्न अनुशासनात्मक अभ्यासहरूको प्रभाव (प्रारम्भिक बालविकास शिक्षकको अवलोकनमा आधारित)।

मेरो कक्षाको बालबालिकाहरु ...

		कुनै एउटामा मात्र tick (√) गर्नुहोस्।					
SN	**Statement**	१ मुश्किलले सहमत	२ थोरै सहमत	३ ठिक ठिकै सहमत	४ केही सहमत	५ धेरै हदसम्म सहमत	६ पूर्ण रूपमा सहमत
१५	**१५.१** शारीरिक कृयाकलापमा भाग लिन रुचि देखाउँछन् (जस्तै दौडने,हाम फाल्ने, चढ्ने, सन्तुलन गर्ने, बल समात्ने वा फ्याँक्ने आदि)						
	१५.२ शारीरिक कृयाकलापका क्रममा राम्रो सन्तुलन देखाउँछन्। (good balance)						
	१५.३ हातका औलाहरुको राम्रो पकड देखाउँछन्। (good grip)						
	१५.४ खेल खेल्दा आफ्नो पालो कुर्छन्।						
	१५.५ आँखा र हातको समन्वय मिलाउँछन्।						
१६	**१६.१** पजल खेल्न वा वस्तुहरू क्रमबद्ध गर्न (puzzle or sorting) सक्छन्।						
	१६.२ बेलाबेलामा प्रश्न गर्ने गर्दछन्।						
	१६.३ आफ्नो भावना र कृयाकलापहरू नियन्त्रण गर्न सक्छन्।						
	१६.४ एकैपटक धेरैवटा निर्देशनहरू पालना गर्न सक्छन्।						
	१६.५ व्यवस्थित रूपमा कामहरु गर्न सक्छन्						
	१६.६ भनेका कुराहरु राम्रोसँग बुझ्छन्।						
	१६.७ निर्देशनहरू पालना गर्दछन्।						

	१६.८ अक्षर / अंक / आवाज चिन्न सक्छन्						
	१६.९ नयाँ अवधारणाहरू सिक्न खोज्छन् ।						
	१६.१० कक्षामा ध्यान दिएर बस्छन् ।						
१७	**१७.१** कुनै पनि कृयाकलाप गर्दा प्रश्न सोध्ने गर्छन्						
	१७.२ कल्पनात्मक खेलको (Imaginative Play) समयमा प्रश्न सोध्ने गर्छन् ।						
	१७.३ कथा भनि राख्दा बिचबिचमा प्रश्न सोध्ने गर्छन् ।						
	१७.४ उत्तर थाहा भएको कुरामा तुरुन्तै बोल्ने गर्छन् ।						
	१७.५ आफ्नो भावना व्यक्त गर्दा सही शब्दको प्रयोग गर्छन् ।						
	१७.६ कुनै प्रश्न सोधेको बेलामा नहिच्किचाइकन उत्तर दिन्छन् ।						
	१७.७ कुराकानी गर्न इशाराहरूको सट्टा शब्दहरूको प्रयोग गर्छन् ।						
		कुनै एउटामा मात्र tick (√) गर्नुहोस् ।					
	Statement	१ मुश्किलले सहमत	२ थोरै सहमत	३ ठिक ठिकै सहमत	४ केही सहमत	५ धेरै हदसम्म सहमत	६ पूर्ण रूपमा सहमत
१८	**१८.१** सामुहिक कृयाकलापहरूमा काम गर्न रमाइलो मान्छन् ।						
	१८.२ आफुलाई मनपर्ने र नपर्ने बिषयमा कुरा गर्ने गर्छन् ।						
	१८.३ सामुहिक कृयाकलापहरूमा शान्त भएर बस्छन् ।						
	१८.४ सामुहिक कृयाकलापहरूमा पालो पर्खने गर्छन् ।						

	१८.५ शब्दहरूको प्रयोग गरी निराशा व्यक्त गर्न सक्दछन् ।						
	१८.६ साथिहरु दु:खी हुँदा उनिहरु पनि दु:खी हुन्छन्						
	१८.७ स्वेच्छाले खेल्ने कुराहरु साथिहरुलाई दिन्छन् ।						
	१८.८ साथीहरूसँग मिलेर खेल्छन् ।						
	१८.९ स्पष्ट र विनम्र भएर एकआपसमा कुराकानी गर्छन् ।						
१९	**१९.१** रचनात्मक कृयाकलाप (जस्तै: चित्रकला, रंग भर्ने, गीत गाउने, नृत्य आदि) गर्दा आत्मविश्वास देखाउँछन् ।						
	१९.२ रचनात्मक ढङ्गले सोच्दछन् ।						
	१९.३ रचनात्मक खेलको समयमा नयाँ नयाँ सामग्रीहरू प्रयोग गर्न खोज्दछन् ।						
	१९.४ आफ्नै नयाँ सिर्जना गर्दछन् ।						
	१९.५ प्रश्नहरूको रचनात्मक ढङ्गले जवाफ दिन्छन् ।						
	१९.६ कथा, नाटक, संगीत, नृत्य आदि जस्ता रचनात्मक कृयाकलापमा भाग लिन्छन् ।						

Annex 3: Post Hoc Test for Qualification and Disciplinary Practices

Dimensions	Qualifications		Mean Difference	Sig.
Positive Reinforcement Category	SLC	Plus-two	0.29	0.62
		Bachelor	0.56	0.16
		Masters	0.46	0.34
	Plus-two	SLC	0.29	0.62
		Bachelor	-.26270*	0.04
		Masters	0.17	0.72
	Bachelor	SLC	0.56	0.16
		Plus-two	.26270*	0.04
		Masters	0.10	0.91
	Masters	SLC	0.46	0.34
		Plus-two	0.17	0.72
		Bachelor	0.10	0.91
Communication Category	SLC	Plus-two	0.00	1.00
		Bachelor	0.16	0.90
		Masters	0.10	0.98
	Plus-two	SLC	0.00	1.00
		Bachelor	0.16	0.20
		Masters	0.10	0.91
	Bachelor	SLC	0.16	0.90
		Plus-two	0.16	0.20
		Masters	0.06	0.97
	Masters	SLC	0.10	0.98
		Plus-two	0.10	0.91
		Bachelor	0.06	0.97
Physical Punishment Category	SLC	Plus-two	0.13	0.16
		Bachelor	0.12	0.12
		Masters	0.08	0.76
	Plus-two	SLC	0.13	0.16
		Bachelor	0.01	1.00
		Masters	0.06	0.90
	Bachelor	SLC	0.12	0.12

		Plus-two	0.01	1.00
		Masters	0.05	0.91
	Masters	SLC	0.08	0.76
		Plus-two	0.06	0.90
		Bachelor	0.05	0.91
Psychological	SLC	Plus-two	0.58	0.16
Punishment Category		Bachelor	0.65	0.11
		Masters	0.57	0.20
	Plus-two	SLC	0.58	0.16
		Bachelor	0.07	0.82
		Masters	0.01	1.00
	Bachelor	SLC	0.65	0.11
		Plus-two	0.07	0.82
		Masters	0.08	0.92
	Masters	SLC	0.57	0.20
		Plus-two	0.01	1.00
		Bachelor	0.08	0.92

*. The mean difference is significant at the 0.05 level.

Annex 4: Post Hoc Test for Age Group and Disciplinary Practices

Dimensions	Age group of respondents		Mean Difference	Sig.
Physical Punishment	Below 20	20 to 30	0.03	1.00
		30 to 40	0.09	0.90
		40 to 50	0.17	0.50
		Above 50	0.32	0.53
	20 to 30	Below 20	0.03	1.00
		30 to 40	0.05	0.91
		40 to 50	0.13	0.25
		Above 50	0.35	0.37
	30 to 40	Below 20	0.09	0.90
		20 to 30	0.05	0.91
		40 to 50	0.08	0.25
		Above 50	0.40	0.23
	40 to 50	Below 20	0.17	0.50
		20 to 30	0.13	0.25
		30 to 40	0.08	0.25
		Above 50	0.48	0.12
	Above 50	Below 20	0.32	0.53
		20 to 30	0.35	0.37
		30 to 40	0.40	0.23
		40 to 50	0.48	0.12
	Below 20	20 to 30	.31458*	0.04
		30 to 40	0.16	0.36
		40 to 50	0.23	0.44
		Above 50	0.41	0.33
Psychological Punishment	20 to 30	Below 20	-.31458*	0.04
		30 to 40	0.15	0.50
		40 to 50	0.08	0.98
		Above 50	0.09	0.99
	30 to 40	Below 20	0.16	0.36
		20 to 30	0.15	0.50

		40 to 50	0.07	0.98
		Above 50	0.24	0.74
	40 to 50	Below 20	0.23	0.44
		20 to 30	0.08	0.98
		30 to 40	0.07	0.98
		Above 50	0.17	0.94
	Above 50	Below 20	0.41	0.33
		20 to 30	0.09	0.99
		30 to 40	0.24	0.74
		40 to 50	0.17	0.94

*. The mean difference is significant at the 0.05 level.

Annex 5: Post Hoc Test for ECD Training and Disciplinary Practices

Dimensions	ECD Training Durations		Mean Difference	Sig.
Positive Reinforcement	No trainings	1 to 2 months	0.13	0.80
		2 to 6 months	0.31	0.12
		6 to 12 months	-.53528*	0.00
		More than 1 year	-.43882*	0.01
	1 to 2 months	No trainings	0.13	0.80
		2 to 6 months	0.18	0.68
		6 to 12 months	0.41	0.05
		More than 1 year	0.31	0.14
	2 to 6 months	No trainings	0.31	0.12
		1 to 2 months	0.18	0.68
		6 to 12 months	0.23	0.59
		More than 1 year	0.13	0.90
	6 to 12 months	No trainings	.53528*	0.00
		1 to 2 months	0.41	0.05
		2 to 6 months	0.23	0.59
		More than 1 year	0.10	0.97
	More than 1 year	No trainings	.43882*	0.01
		1 to 2 months	0.31	0.14
		2 to 6 months	0.13	0.90
		6 to 12 months	0.10	0.97
Physical Punishment	No trainings	1 to 2 months	0.10	0.86
		2 to 6 months	0.16	0.63
		6 to 12 months	0.16	0.82
		More than 1 year	0.26	0.08
	1 to 2 months	No trainings	0.10	0.86
		2 to 6 months	0.07	0.98
		6 to 12 months	0.07	0.99
		More than 1 year	0.17	0.52
	2 to 6 months	No trainings	0.16	0.63
		1 to 2 months	0.07	0.98

		6 to 12 months	0.00	1.00
		More than 1 year	0.10	0.92
	6 to 12 months	No trainings	0.16	0.82
		1 to 2 months	0.07	0.99
		2 to 6 months	0.00	1.00
		More than 1 year	0.10	0.97
	More than 1 year	No trainings	0.26	0.08
		1 to 2 months	0.17	0.52
		2 to 6 months	0.10	0.92
		6 to 12 months	0.10	0.97
Psychological	No trainings	1 to 2 months	-.15392*	0.04
Punishment		2 to 6 months	-.20759*	0.00
		6 to 12 months	-.20863*	0.03
		More than 1 year	-.15030*	0.03
	1 to 2 months	No trainings	.15392*	0.04
		2 to 6 months	0.05	0.75
		6 to 12 months	0.05	0.91
		More than 1 year	0.00	1.00
	2 to 6 months	No trainings	.20759*	0.00
		1 to 2 months	0.05	0.75
		6 to 12 months	0.00	1.00
		More than 1 year	0.06	0.64
	6 to 12 months	No trainings	.20863*	0.03
		1 to 2 months	0.05	0.91
		2 to 6 months	0.00	1.00
		More than 1 year	0.06	0.87
	More than 1 year	No trainings	.15030*	0.03
		1 to 2 months	0.00	1.00
		2 to 6 months	0.06	0.64
		6 to 12 months	0.06	0.87

*. The mean difference is significant at the 0.05 level.