Peer violence perpetration and victimization: prevalence, associated factors and pathways among 1752 sixth grade boys and girls in schools in Pakistan
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- Special thanks to participating Schools and Children
Road Map

- Background
- Purpose
- Methodology
- Findings
- Way forward
Prevalence of peer violence among children and adolescent in schools varies between countries from less than **10%** to over **65%** of children exposed globally.

(Dake JA, Price JH, Telljohann S., 2003)

Peer Victimization is a major concern among the school-aged children and has profound **impact on their academic, social and emotional well-being**.

(Sheikh, 2013, & Brown and Aalsma, 2008)
Purpose

- To describe the prevalence of peer violence among sixth graders in schools of Pakistan and associations and pathways between:
  - socio-economic status,
  - school performance,
  - mental health,
  - gender attitudes
- and violence at school and home.
Hyderabad, Sindh, PAKISTAN

40 Eligible Government Schools
20 Girl’s Schools
20 Boy’s Schools
10 Intervention Schools
10 Control Schools

Total 1752 students
930 822
10 Girls Intervention Schools

10 Girls Control Schools
10 Boys Intervention Schools
10 Boys Control Schools
Methodology

- **Study design:** Baseline data from a two-arm Randomised Controlled Trial evaluating the Positive Child and Youth Development intervention (5 balls’ activities) of Right To Play

- **Data collection:** Standard questionnaire in Urdu/Sindhi, self-completed but interviewer assisted

- **Ethics:** Consent from District Education Office, School Principals, Parental consent, and Child assent
### Methodology

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>7 items</td>
</tr>
<tr>
<td>Peer-Victimization and Perpetration Scale: Victimization, Location, Impact, and Perpetration</td>
<td>49 items</td>
</tr>
<tr>
<td>School Performance</td>
<td>7 items</td>
</tr>
<tr>
<td>Child Depression Inventory</td>
<td>28 items</td>
</tr>
<tr>
<td>Family Life</td>
<td>9 items</td>
</tr>
<tr>
<td>Women’s Participation</td>
<td>4 items</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>6 items</td>
</tr>
<tr>
<td>Parental Punishment at home</td>
<td>2 items</td>
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<tr>
<td>Gender Attitudes</td>
<td>9 items</td>
</tr>
<tr>
<td>Child Behavior Attitudes</td>
<td>5 items</td>
</tr>
<tr>
<td>Early marriages</td>
<td>3 items</td>
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<tr>
<td>Parent Fighting</td>
<td>4 items</td>
</tr>
<tr>
<td>Disability Questions</td>
<td>5 items</td>
</tr>
</tbody>
</table>

**Total:** 138 items
Findings

Peer violence victimisation and perpetration in past 4 weeks

- **17.9%** (none) Only victimisation
- **7%** (both) Only perpetration
- **72.6%** (both) (none)
- **28.6%** (both) only victimisation
- **21.7%** (none) 46.4% (both) only perpetration
- **3.3%** (both) 3.3% only perpetration
## Multinomial regression models: Factors Associated With Girls' And Boys' Engagement and Experience of Peer Violence

<table>
<thead>
<tr>
<th></th>
<th>Victims v. non involved</th>
<th>Any perpetration v. not involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RRR</td>
<td>95% CI</td>
</tr>
<tr>
<td><strong>BOYS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more days absent from school in last 4 weeks</td>
<td>3.96</td>
<td>1.85</td>
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<tr>
<td>School performance</td>
<td>0.79</td>
<td>0.64</td>
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<tr>
<td>Seen or heard father to have physical fight with another man</td>
<td>3.42</td>
<td>0.76</td>
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<tr>
<td>Gender inequitable attitudes</td>
<td>1.13</td>
<td>1.01</td>
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<tr>
<td><strong>GIRLS</strong></td>
<td></td>
<td></td>
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<tr>
<td>Hunger score</td>
<td>1.19</td>
<td>0.92</td>
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<tr>
<td>Last day off due to work at home</td>
<td>2.21</td>
<td>1.20</td>
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<tr>
<td>Seen or heard father to have physical fight with another man</td>
<td>2.14</td>
<td>1.01</td>
</tr>
<tr>
<td>Gender inequitable attitudes</td>
<td>1.07</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Structural Equation Models for Boys’ and Girls’ Perpetration of Violence

- Absent from School
- Patriarchal Gender Attitudes
- Hunger
- Witnessing mother abuse
- Poor School Performance
- Father fighting with other men
Summary of Key Findings

- The study population were on average 12 years old and lived in poverty. Food insecurity was quite prevalent and school attendance was patchy, with many children missing school in order to work.
- Many of the children grew up with common use of violence at home: fathers fighting with other men and physical abuse of their mothers by their father or an in-law.
- Factors associated with girl violence victimisation and perpetration were very similar and notably those involved had a more violent father (towards mother and other men) and they themselves had more conservative gender attitudes.
Summary of Key Findings

- Both boy and girl victimisation was also associated with having to take time off school to work.
- Other factors associated with boy violence victimisation and perpetration were having a more violent father towards other men and having more conservative gender attitudes, but also having poorer school performance. Boy perpetrators had more hunger than those who did not.
Way Forward

These findings support the idea that an intervention in schools to empower girls and boys may be effective in:

- Reducing peer violence
- Improving child mental health
- Improving school performance
- Decreasing school dropout
- Improving attitudes towards gender equality
Policy Recommendation

School Nutrition

Positive Parent - Teacher - Child Relationship

Parents’ Awareness and Involvement
THANK YOU QUESTIONS