Analytical Report

Based on the Results of a Mass Survey
of the Adult Population of Odesa
(16.10 - 31.10.2023)
within the framework of the project
"Non-violent Educational Practices: EU experience"
№ 101127420 – Non-violent EPEUE–ERASMUS-JMO-2023-
HEI-TCH-RSCH

Odesa - 2024

The project "Non-violent Educational Practices: EU experience" (No. 101127420 - Non-violent EPEUE–ERASMUS-JMO-2023-HEI-TCH-RSCH) is implemented by the Odesa State University of Internal Affairs with the support of the European Union as part of the Erasmus+ program directed by Jean Monet.

The following participated in the preparation of the analytical report:

Olena KOVALOVA is a professor of the Department of Police Administrative Activities of the Faculty of Training Specialists for Preventive Activity Units of the Odesa State University of Internal Affairs, candidate of legal sciences, associate professor, senior researcher.

Olena KNIAZIEVA is a researcher at the research laboratory on problematic issues of criminal analysis of the Odesa State University of Internal Affairs, Candidate of Sociological Sciences.

Mykhailo KUNIAVSKYI – deputy director of the Sociological Information and Research Center "Pulse", Candidate of Philosophical Sciences (majoring in "applied sociology").

Kostiantyn PALSHKOV – associate professor of the Department of Theory and History of the State and Law of the Odesa State University of Internal Affairs, candidate of political sciences, associate professor.

Natalia KHARCHENKO is a researcher at the research laboratory on problematic issues of criminal analysis of the Odesa State University of Internal Affairs, candidate of psychological sciences.

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Content

RESEARCH METHODOLOGY.

This document is an analytical report based on the results of a mass survey of the Odesa city population, carried out as part of the project "Non-violent educational practices: EU experience" No. 101127420 - Non-violent EPEUE–ERASMUS-JMO-2023-HEI-TCH-RSCH, which is implemented from 2023 to 2026 by the Odesa State University of Internal Affairs with the support of the European Union as part of the Erasmus+ program under the direction of Jean Monet.

The survey was conducted from October 16 to 31, 2023.

1. The Purpose of the Study.

The purpose of the study is to obtain and analyze information that characterizes the attitude of adult residents of Odesa to the use of various methods of educating children, including physical and other punishments degrading the child's dignity. The information is necessary for the development of practical repraiseations aimed at promoting the values of "zero" tolerance for violent methods of punishing children.

2. Object and Subject of Research.

The object of the research is adult residents of Odesa aged 18 and over.

The subject of research includes several components, including:

1) social context of research;

2) methods of encouragement and punishment that were applied to respondents in childhood;

3) methods of education of the respondents' own children, including practices of encouragement and punishment;

4) motives for the use of physical and other punishments degrading the dignity of the child;

5) the level of awareness of the legislation of Ukraine, which prohibits physical and other degrading punishments of the child;

6) attitudes of Odesa residents regarding methods of educating children;

7) ideas about methods of influencing parents for child abuse;

8) level of awareness and sources of information about educating children;

9) ideas about ways to improve the education of a child in the family.

The survey was implemented by including a series of questions on the topic of the project.

All 14 survey performance ratios were calculated according to AAPOR standards.

3. Research Methodology.

Survey method: street face-to-face (personal) interview using CAPI (held on stationary and portable devices using a centralized computer system. The course of the interview is controlled by the system, respondents' answers are immediately recorded in a single database that optimizes time and provides control over the research process).

Data collection **control** is carried out as follows:

1) quality control of collected information (control by listening to audio recordings (15% of the sample population of respondents);

2) control of compliance with the interviewee selection methodology;

3) control of the data array for the presence of logical contradictions.

Survey data were analyzed using methods of mathematical and statistical analysis.

The analysis is based on the data obtained in interviews and reflects the opinions, assessments and attitudes of the adult population of Odesa regarding the methods of educating children (after weighting in accordance with its (the population of Odesa) sex-age composition. Information about this composition was obtained by mathematical and statistical analysis of the combined dataset of 1,000 respondents and 1,707 Odesa residents who refused to participate in the survey because they could not or did not want to do it. These "refusals", like respondents, were selected by interviewers with a step of "after two-thirds » according to the relevant Instructions to the interviewer in the process of recruiting respondents, as they met all the main selection criteria for their inclusion in the probability sample[1].

The sample size is 1,000 respondents. The statistical error of the sample as a whole (theoretical, without taking into account the effect of its design) does not exceed ±3.1% with a confidence probability of P≥0.95.

For all 243 answer options (including refusals and "difficult to answer" individual questions) for all 42 questions important for this study (on key dependent and independent variables), the error calculated by the method of independent subsamples is +/- 1.8%.

The sample is probabilistic, stratified by Odesa city districts.

The survey was conducted at 54 survey sites (data collection points) in Odesa, randomly selected from all administrative districts of Odesa, where respondents were randomly selected and interviewed in accordance with the Instructions. For each point, it was determined how many interviews should be conducted in it.

The average duration of interviews and questionnaire filling by respondents is 8 minutes, the maximum is 22 minutes.

The sum of the percentages of responses in the tables, as well as in the graphs and charts, may not be equal to 100% due to rounding or because they reflect the response of Odesa residents to questions with multiple answers.

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[1] Namely:

So that they were:

a) adults (that is, at least 18 years old);

b) residents of Odesa;

c) for the interviewers to record their gender.

Researchers understand that in the current conditions, it is not possible to obtain more or less reliable information about the parameters of the actual demographic composition of the population. In other words, there are no objective characteristics of the general population, that is, what is called the basis of the sample. As a result, we are unable to determine how large the actual sampling error (the difference between the characteristics of the general population and the sample population) is.

In addition, at present, the life situation of some large social groups has radically changed and, accordingly, their stereotypes of behavior, moods, evaluations, orientations, the degree of their reach for recruiting survey respondents. This creates risks of significant systematic errors in forming samples at the stage of recruiting respondents.

CHAPTER 1. SOCIAL CONTEXT OF STUDYING THE ATTITUDE OF ODESA RESIDENTS TOWARDS "VIOLENT" METHODS OF EDUCATING CHILDREN.

Studying the attitude of Odesa residents to the use of non-violent methods of educating children was the key goal of this study. According to the authors' idea, this attitude was studied not only among citizens who currently have children, but also among those: a) whose children have already grown up; b) who does not have children; c) who have never had children before. In our opinion, one or another attitude towards methods of educating children is largely determined by traditions that have developed and are passed down from generation to generation, social norms in general, and not only by established patterns of behavior in the parental environment. Accordingly, questions about the attitude towards the use of certain methods of educating children were asked to all respondents, and questions about the practice of their application – only to those who have children today.

1.1. Description of the Sample Population of the Survey: Marital Status and Family Composition.

The sample of the study quite accurately reflects both the gender and age composition of the city of Odesa at the time of the survey, as well as the parameters characterizing the family status of Odesa residents.

Half of the respondents (50%) who took part in the survey are in an official marriage, another 4% are in a civil (unregistered) marriage. Among the rest, approximately one in four (27%) is not married, about 10% are divorced, another 9% are widowers (Fig. 1).

For obvious reasons, marital status correlates with the age of the respondents. Thus, among young people (18-29 years old), almost two-thirds (65%) are not married, while in the older age group (50+) only 5% are not married, but on the other hand, among the latter, a high proportion of widowers (widows) – 23%.

Odesa residents aged 30 to 50 years and older declared that they were in an official marriage more often than others (slightly more than 65%). The largest share of divorced people – 16% – is in the group of people over 50 years old.

Fig. 1 (D4). Your marital status

- Not married
- I am in a registered marriage
- I am in a de facto (civil), unregistered marriage
- Divorced officially
- Separated, although not officially divorced
- Widower (widow)
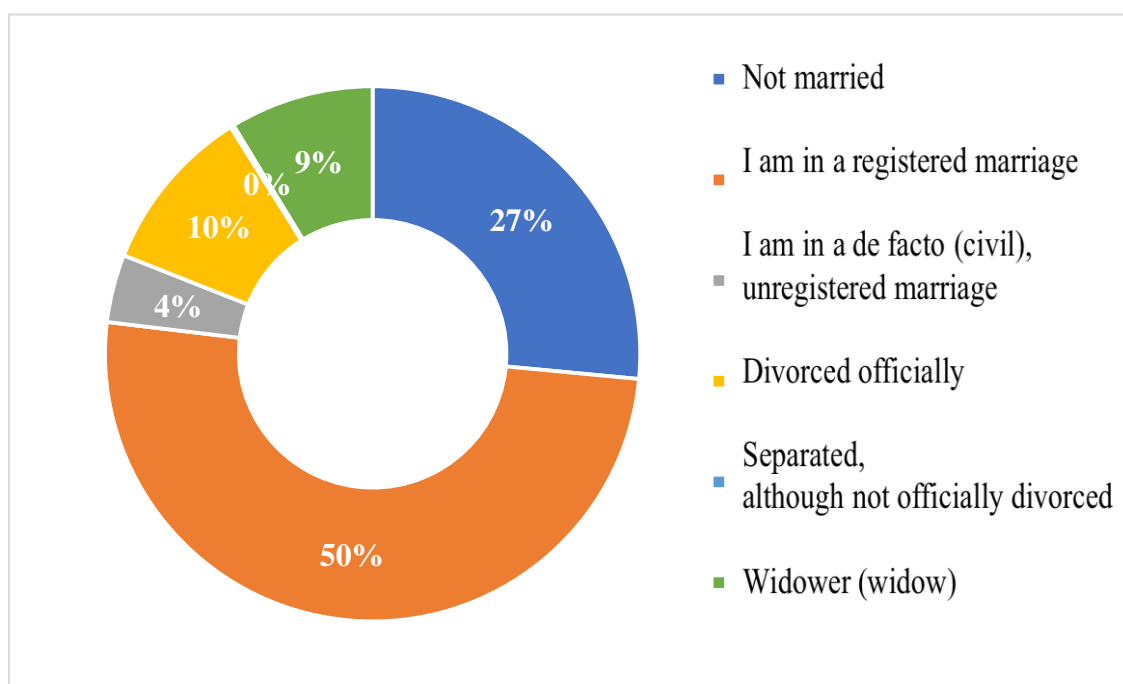
From the entire sample of the survey, about a third of respondents (31%) reported that they do not have children (Fig. 2). This share is significantly higher among young people aged 18-29 – 78%.

Fig. 2 (D5). Do you have children? If so, how many?,% of the entire sample.
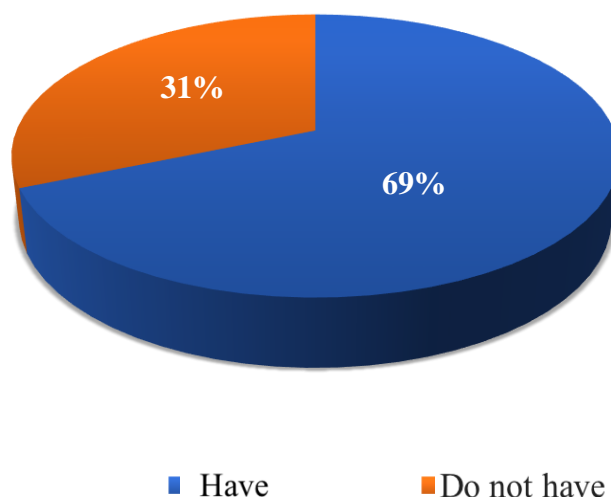
■ Have   ■ Do not have

A correlation was also recorded between the presence of children and the respondents' marital status. Among those who are not married, the vast majority of survey participants (84%) do not have children, while among those who are officially married, only 11% do not have children (Table 1).

Table 1. Presence of children according to respondents' marital status

	Not married	I am in a registered marriage	I am in a de facto (civil), unregistered marriage	Divorced officially	Widower (widow)
Have	16%	89%	58%	92%	90%
Do not have	84%	11%	42%	8%	10%

The survey showed that among Odesa residents who have children, there are twice as many who assessed the financial situation of their family as such that "for the most part, there is enough money for food, but buying clothes or shoes creates serious difficulties for us" and in 2 .5 times less than those who "can deny themselves practically nothing" (Table 2).

Table 2. Presence of children depending on the financial situation of the family (% of the entire sample)

	Have	**Do not have**	**In general, according to the sample**
There is not enough even for the most necessary food products	7%	2%	6%
There is usually enough money for food, but buying clothes or shoes makes serious difficulties for us	14%	7%	12%
There is enough money for current expenses. But for the purchase of expensive durable goods (refrigerator, TV, etc.), our savings are not enough	46%	41%	45%
Buying durable goods does not cause any difficulties for us. However, the purchase of a new car, an apartment, an expensive tourist trip is not yet available to us	24%	31%	26%
Nowadays, we can buy almost evething	8%	18%	11%
Difficult to answer	<1%	1%	1%

1.2. Emotional background of the study.

Analyzing the data from the survey about people's emotional states regarding their current life, it should be noted that the most frequently felt emotions are anxiety/concern (39%) and hope (38%), which indicates a contrast between optimism and anxiety in the perception of personal life .

Almost every fifth (19%) of the respondents feels joy, which indicates the presence of positive moments in the respondents' lives.

A fairly high percentage of people feel hopeless – 1 in 10, anger/indignation – 11%, confusion – 12%, which may indicate a significant level of stress and dissatisfaction in their lives (Figure 3).

Fig. 3 (Q1). What feelings do you most often feel when thinking about your current life?
(It was possible to choose several answers),%
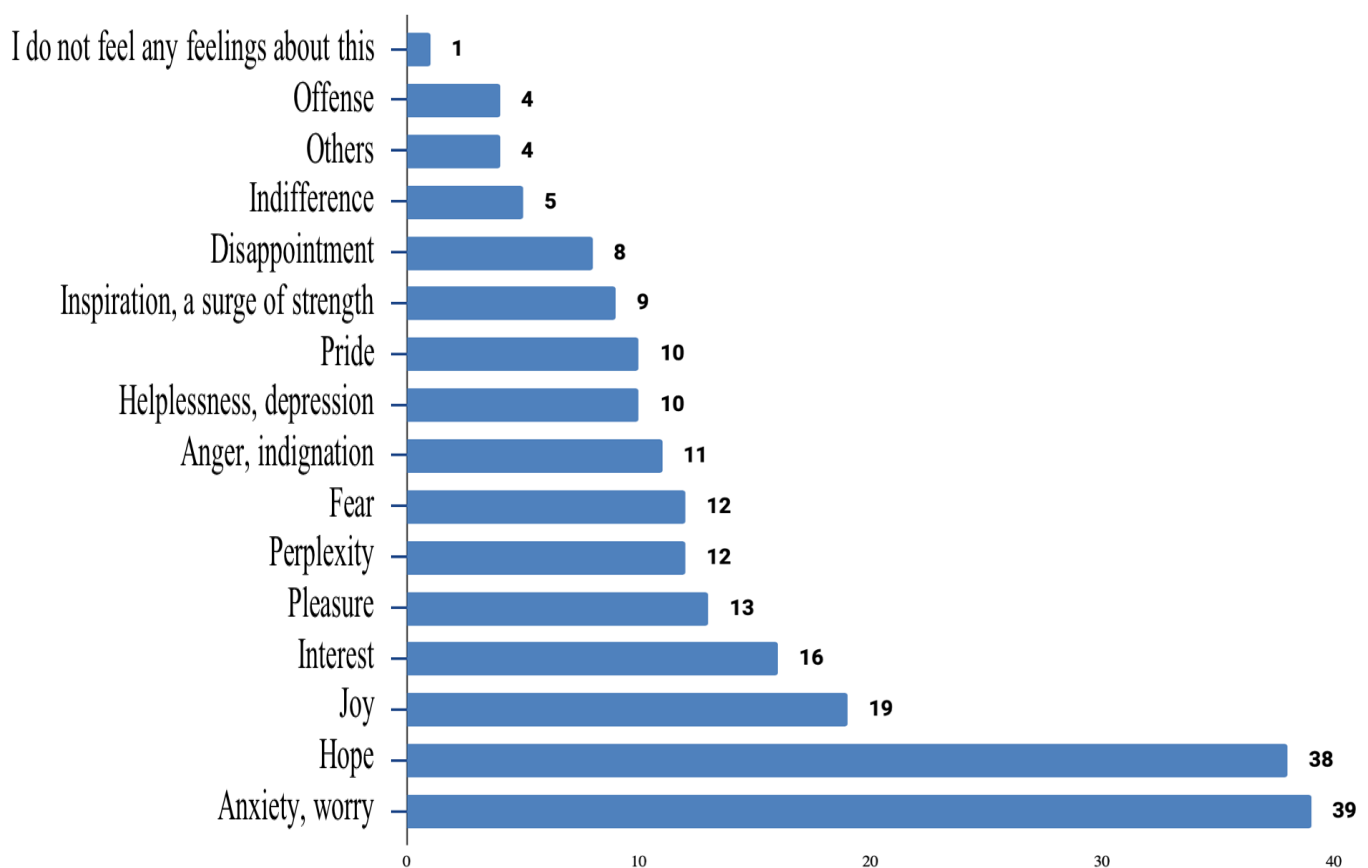
1.3. Views on Social Roles in Educating Children.

Regarding opinions about who should primarily educate children, several key trends can be identified (Fig. 4).

The largest number of respondents (96%) believe that educating children is primarily a function of the mother, which emphasizes the traditional vision of the mother's role in the family.

Almost as many respondents (90%) indicate the importance of the father's role in education.

87% of respondents indicated both father and mother at the same time.

A significant proportion of participants (10%) also recognized the role of grandparents, which may reflect a cultural norm or necessity in modern society.

A small percentage pointed to the role of teachers in vocational education institutions (4%), school teachers (8%), and professional nannies or educators (4%), which may indicate a lack of understanding that child-rearing takes place in a wider social context, not limited to the family.

Fig. 4 (Q2). Who should primarily educate children according to your opinion?
(It was possible to choose several answers),%
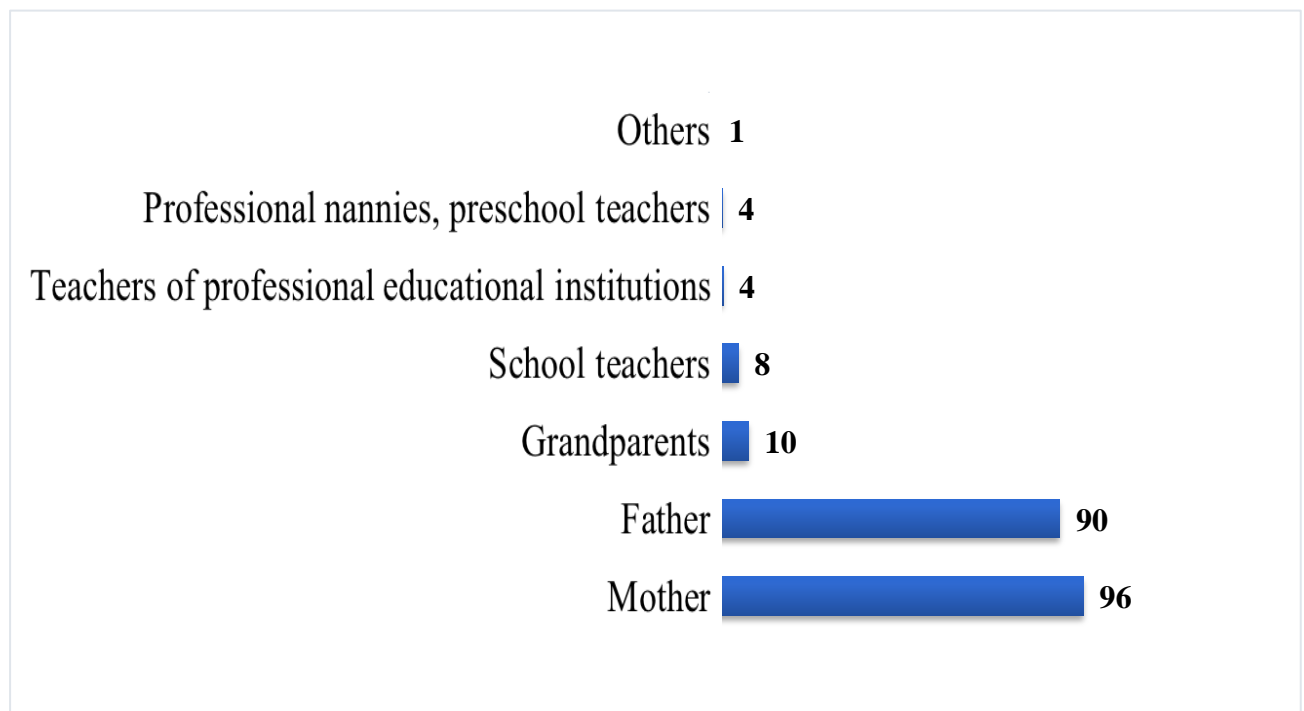
1.4. Attitude towards Children's Right to Freedom of Thought and Speech in the Family.

Residents of Odesa generally support the idea of educating children with the ability to think critically and express their own opinion, even if it differs from the opinions of their parents. This reflects a tendency towards a more open and democratic education. As for the normative ideas of Odesa residents about how relations between children and parents should be built, democratic guidelines prevail here: the absolute majority (85%) believe that parents should treat children as equals (Fig. 5).

Women are more likely to allow children to argue: 88% of women versus 79% of men believe that children can express their own opinion, even if it conflicts with the opinion of their parents.

The older generation supports children's right to express their own opinion: 87% of respondents aged 50+ believe that it is possible, which is the highest figure among age groups. The age groups of 18-29 years and 30-49 years have fairly close indicators: 85% and 83% (respectively) of them support the child's right to freedom of thought and speech in the family.

A relatively small number of respondents (12% of the total sample) believe that children cannot be denied to their parents, with a higher percentage among men (16%) (Fig. 5.1). At the same time, the higher the level of education, the fewer respondents share the opinion that children should not argue with their parents, deny them, expressing their own opinion (Fig. 5.2).

Fig. 5.1 (Q3). Is it possible or not to allow children to argue with their parents, to contradict them, expressing their own opinion? In your opinion, in principle (by gender and age), %
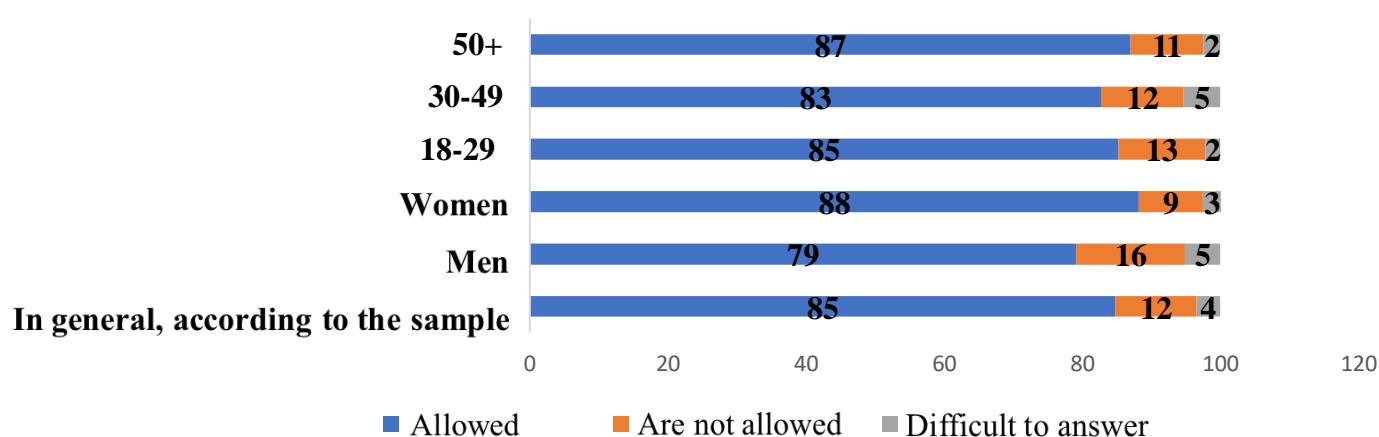
Fig. 5.2 (Q3). Is possible or not to allow children to argue with their parents, to contradict them, expressing their own opinion? (depending on the level of education) in your opinion, in principle, %
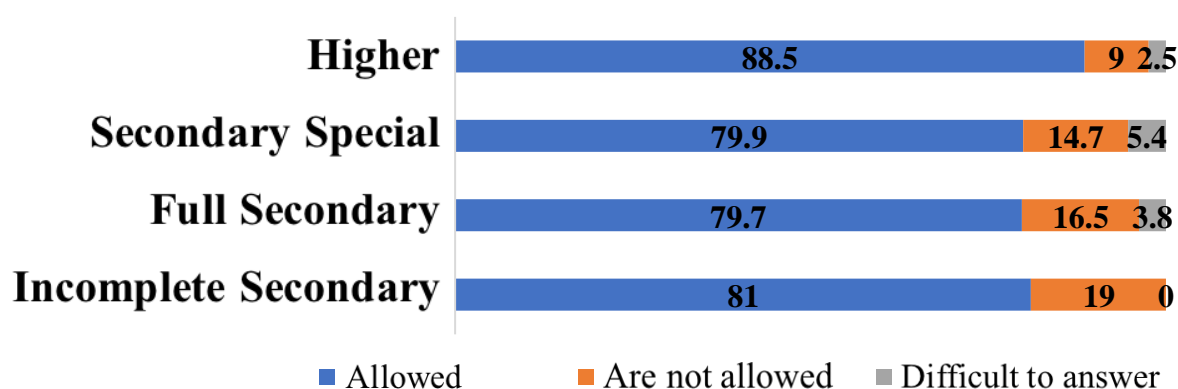
1.5. The Goals of Education in the Imagination of Parents.

Given that one of the factors determining the model of family socialization is the parents' perception of what the goal of the educational process is, we asked Odesa residents what qualities, in their opinion, should be brought up in children (Table 3).

The orientations that can be defined as modernist values related to responsibility, self-determination, independence, and self-realization of the individual turned out to be leading among the respondents. Among the qualities that, according to the respondents, should be brought up in children are responsibility – 77%, the ability to defend one's interests – 63%, the ability to independently solve one's problems – 57%, the desire for success – 49%, readiness for change, initiative – 42 %. It should also be noted that there is a fairly high percentage of values of traditional morality among the answers (in particular, respect for other people, which was mentioned by 64% of respondents, diligence – 58% of respondents, patriotism – 36%).

Table 3 (Q4). Here is a list of qualities that can be brought up in children in the family. Which of them are the most important?

	In general, according to the sample	Gender		Age, years		
		men	women	18-29	30-49	50+
Selflessness	17%	17%	17%	12%	21%	18%
Responsibility	77%	74%	79%	78%	79%	74%
The ability to defend one's interests	63%	57%	66%	73%	65%	52%
Ability to solve problems independently	57%	52%	61%	61%	57%	55%
Readiness for changes, initiative	42%	40%	43%	48%	42%	35%
Independence in thoughts and behavior	37%	34%	39%	38%	38%	35%
Patriotism	36%	30%	40%	29%	34%	44%
Respectful attitude towards other people	64%	57%	68%	63%	64%	65%
Striving for success	49%	48%	50%	58%	48%	44%
Diligence	58%	54%	61%	57%	56%	62%
Religiosity	11%	9%	12%	7%	11%	15%
Obedience to elders	30%	29%	30%	22%	32%	33%
Others	2%	2%	2%	0%	1%	5%
Difficult to answer	1%	1%	1%	1%	14	1%

Religiosity, selflessness, obedience to elders are less important qualities according to the respondents. The low weight of religiosity may be related to the secularization of society, selflessness may contradict the economic development of social relations, and obedience may not correspond to modern ideas about individualism and independence. At the same time, the respondents of the 50+

age group mentioned these values much more often than the respondents of 18–29 years old, which may reflect trends in the change of values between generations.

Attention is drawn to the gender differentiation in the hierarchy of qualities that, according to respondents, should be nurtured in children. Women much more often than men name such qualities as: the ability to defend their interests (66% vs. 57% among men), the ability to solve their problems independently (61% vs. 52%), patriotism (40% vs. 30%), respectable relation to others (68% versus 57%), diligence (61% versus 54%).

In the selection of qualities that the respondents said their parents sought to instill in them, we observe the most striking generational contrast. The main vector of generational dynamics in the attitude to the values of education, as shown by the given data, is a decrease in the role of traditionalist values and a simultaneous increase in the role of modernist values, which is especially characteristic of representatives of the younger generation - respondents aged 18-29. Thus, respondents aged 18 to 29, among the qualities that were brought up in them, mention patriotism (29%), obedience to elders (22%), selflessness (12%), religiosity (7%) much less often . Instead, in this age group, willingness to change, initiative (48% vs. 42% of the sample as a whole), ability to independently solve problems (61% vs. 57%), ability to defend one's interests (73% vs. 63%) are mentioned more often. Thus, the youth, whose socialization falls on the beginning of the reconstruction and the era of reforms, is brought up already in the system of other value priorities. Respondents also had the opportunity to add "their" answer to this question (see Appendix B_1). The most common answer was: "love."

CHAPTER 2. EXPERIENCE OF PARENTS AND PRACTICE OF APPLICATION OF METHODS OF EDUCATION AND DISCIPLINE OF CHILDREN.

2.1. Methods of Education that were Used for the Respondents in Childhood.

Fig. 6 (Q5). Were you personally educated strictly or not strictly according to your opinion? %

Category	Rather strictly	Rather not strictly	Difficult to answer
Higher	44	51	4
Secondary Special	41	54	5
Full Secondary	37	61	3
Incomplete Secondary	62	33	5
50+	44	52	5
30-49	47	48	5
18-29	38	60	3
Women	46	50	4
Men	39	56	5
In general, according to the sample	43	53	4

■ **Rather strictly**   ■ **Rather not strictly**   ■ **Difficult to answer**
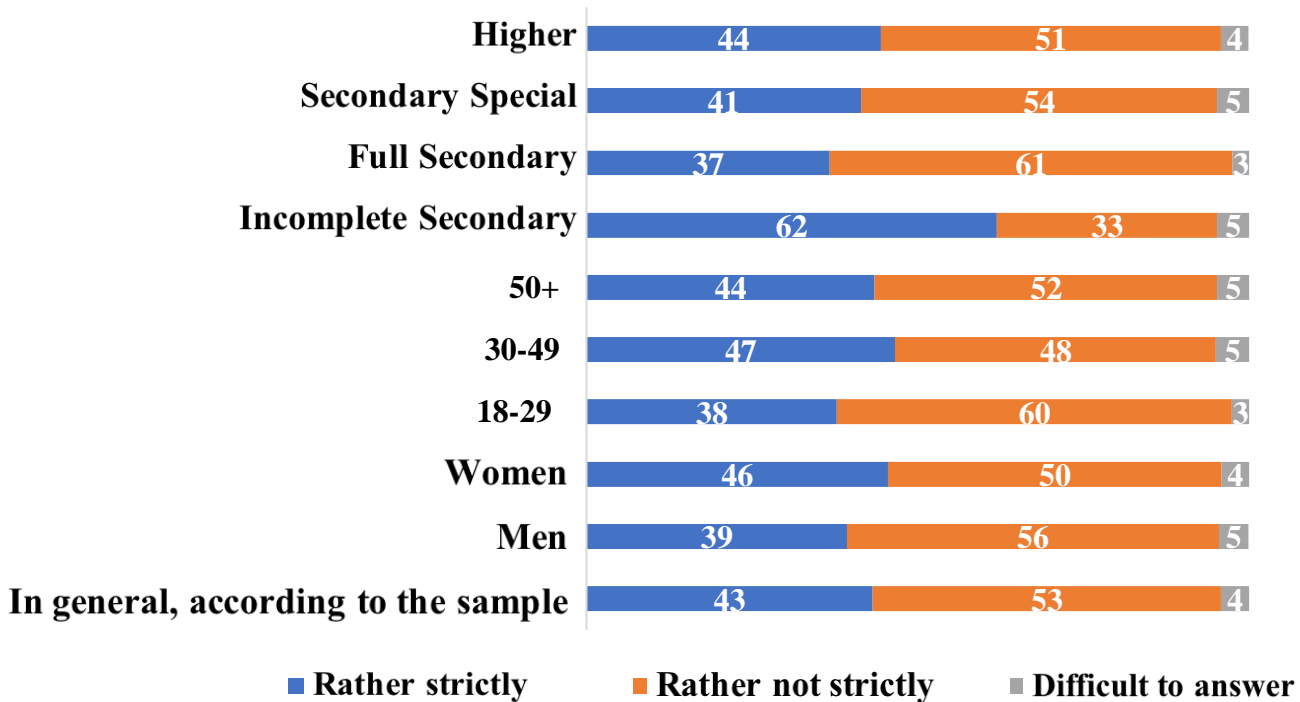
Based on the presented image, several conclusions can be drawn about the respondents' perception of the parenting style to which they were exposed in childhood. The majority of respondents (53%) feel that they were brought up rather loosely (Fig. 6). 43% of respondents answered that education was rather strict.

Among men, 56% believe that their education was not strict, compared to 50% of women, which may reflect differences in the education of boys and girls.

Among the younger age group (18-29 years old), 60% feel that education was not strict, which may indicate changes in educational practices over time.

Interestingly, respondents with incomplete secondary education more often answered that they were brought up strictly (62%), compared to those with complete secondary education (37%), secondary special education (41%) and higher education (44%). This may indicate a possible connection between the educational level of the family and the parenting style.

These data reflect general trends in educational methods, which are perceived as a change from a more traditional, strict approach to a more liberal one in modern society.

It should be taken into account that the nature of socialization is determined not only by the distribution of roles in the family and the models of relations between children and parents, but also by the educational strategies used by parents – the system of punishments and incentives.

2.1.1. Practices of Encouragement.

Table 4 (Q6). How did your parents (or those who educate d you) encourage your success and good behavior as a child?,%

	In general, according to the sample	Gender		Age, years			Education			
		Men	Women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
Fulfilled promises	18%	19%	17%	23%	19%	12%	24%	17%	17%	19%
They gave money for pocket expenses	15%	20%	12%	22%	17%	8%	24%	19%	13%	16%
They provided interesting leisure time	15%	14%	16%	18%	17%	10%	10%	15%	12%	17%
They were exempted from performing household duties or household work	4%	4%	4%	6%	5%	2%	5%	9%	2%	4%
They made gifts and purchases	30%	27%	31%	38%	29%	24%	24%	33%	24%	32%
They told acquaintances about my success	17%	17%	16%	25%	12%	15%	10%	15%	13%	19%
The punishment was canceled	4%	6%	3%	6%	5%	1%	5%	6%	3%	4%
With praise	61%	64%	59%	64%	57%	63%	43%	51%	55%	67%
None of the above	20%	17%	22%	13%	19%	26%	24%	24%	27%	15%
In another way	1%	0%	1%	0%	1%	1%	0%	0%	1%	1%
Difficult to answer	1%	2%	1%	1%	2%	1%	0%	0%	1%	2%

According to the respondents, the most common form of encouraging success was that their parents or other legal representatives praised them (61% recalled this form of reward) (Table 4). Moreover, this form is an absolute "leader" in all age groups. This was especially mentioned by men (64%) and residents of Odesa who have a higher education (67%).

Not so often, parents gave our respondents gifts (30%) – the second most popular way of encouragement. However, there are clear differences by age: if only 25% of respondents over 50 years of age remembered gifts as a form of encouragement, then among young respondents under the age of 38 such were 38%.

18% of adult respondents to this question answered that their parents/guardians fulfilled their promises, 17% – told about their successes to acquaintances, 15% – gave money (20% among men and 12% among women, only 8% among people over 50 years and older and 22% among people under 30), the same amount (15%) provided interesting leisure time.

2 out of 10 respondents (20%) reported that they were not encouraged to do any of the above in childhood, which may indicate other parenting methods not specified in the survey or the lack of encouragement at all.

2.1.2. Practices of Punishment.

Among the punishments that were applied to adults in their childhood, the most popular form was educational conversations (instructed, persuaded, taught) (45%, this answer prevailed in all age groups) (Table 5). Another popular form of punishment was scolding, shaming, shouting (33%, also about the same in all age groups). Other types of punishment of the interviewees in their childhood were less common, in particular, 25% of respondents admitted that they were beaten with a belt (more men than women (32% and 22%, respectively), this was especially mentioned by respondents aged 30-49 years – 30%), another 25% of respondents stood in a corner, 15% were slapped, slapped on the back of the head, slapped on the buttocks, 15% were forbidden to meet with friends. 26% of respondents aged 18-29 were deprived of pleasure and entertainment, gadgets, while this type of punishment was applied to only 5% of respondents aged 50+.

The lower the level of education, the greater the share of those who were forbidden to meet with friends (partial education - 43% and higher education - 14%). And, on the contrary, every second respondent (52%) with a higher education stated that they had educational conversations with them (advised, persuaded, taught), while this method of punishment was applied to only 29% of respondents with incomplete education.

Table 5 (Q7). Tell me, please, in what form were you punished as a child?,%

	In general, according to the sample	Gender		Age, years			Education			
		men	women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
They slapped the back of the head, slapped the buttocks	15%	15%	16%	14%	17%	15%	19%	19%	15%	15%
It was forbidden to meet with friends and girlfriends	15%	16%	14%	18%	19%	9%	43%	14%	15%	14%
They banned, deprived of pleasures and entertainment, gadgets	12%	16%	10%	26%	10%	5%	19%	15%	7%	15%
They punished with a belt	25%	32%	22%	21%	30%	23%	38%	27%	26%	24%
Scolded, shamed, shouted	33%	35%	32%	33%	37%	28%	24%	30%	30%	35%
They didn't talk to me	9%	8%	9%	12%	10%	5%	5%	14%	6%	10%
Conducted educational conversations	45%	47%	43%	48%	46%	40%	29%	27%	37%	52%

(instructed, convinced, taught)									
Deprived of money for pocket expenses	5%	8%	4%	8%	7%	2%	14%	4%	5%	5%
They put it in a corner	25%	30%	22%	27%	29%	20%	33%	28%	25%	25%
None of the above	17%	11%	17%	15%	12%	24%	14%	22%	20%	15%
Other	>1%	1%	1%	1%	>1%	>1%	0%	0%	1%	1%
Difficult to answer	>1%	>1%	0%	0%	>1%	>1%	0%	>1%	0%	0%
Refusal to answer questions	>1%	>1%	0%	0%	>1%	>1%	5%	>1%	0%	0%

2.2. Methods of Educating Children by the Respondents.

Questions about practices and used methods of educating children were asked to respondents who now have or have ever had children. The list included different methods of punishment (emotional influence, prohibitions and restrictions, physical punishment), and the set of options completely repeated the options for questions about how the respondents were educate d by their parents.

2.2.1. Practices of Encouragement.

The most common method of encouragement, according to respondents, is emotional influence - praise (80%). This is the most common method of encouragement among all categories, with particularly high rates among women (83%) and in the 50+ age group (83%) (Table 6).

Table 6 (Q8). And how do you usually encourage your children for success and good behavior?, %

	In general, according to the sample	Gender		Age, years			Education			
		men	women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
I will fulfill my promises	40%	36%	41%	33%	49%	32%	55%	30%	36%	43%
I give money	19%	26%	16%	10%	25%	14%	27%	23%	17%	19%
I provide interesting leisure time	35%	33%	36%	30%	46%	26%	27%	21%	29%	41%
I excuse myself from performing household duties or household chores	4%	4%	4%	2%	5%	3%	9%	7%	3%	4%
I make gifts, purchases	49%	48%	49%	57%	55%	41%	82%	52%	42%	52%

I tell my friends about their success, I write about it in social networks	17%	12%	19%	17%	18%	16%	18%	16%	12%	21%
I cancel the punishment	4%	4%	4%	3%	6%	2%	0%	9%	3%	4%
I praise	80%	75%	83%	68%	80%	83%	81%	75%	78%	83%
None of the above	3%	3%	3%	0%	1%	5%	0%	7%	4%	2%
In another way	1%	1%	1%	0%	1%	2%	0%	2%	1%	1%
Difficult to answer	1%	1%	1%	5%	0%	1%	0%	0%	1%	1%

"I make gifts, purchases" is the second most popular method, it is especially expressed in the age group of 30-49 years (55%) and among respondents with incomplete secondary education (82%). "Keeping promises" is also highly rated, with the highest percentage among those with less than a high school education (55%). A popular method of encouragement is to provide interesting leisure time. Especially among respondents in the age group 30-49 (46%) and with higher education (41%).

Men give money more often (26%) than women (16%). Similarly, a larger share of men (20%) compared to women (12%) indicated that their parents encouraged them with money in childhood (Table 4), and in all age groups. This may indicate the following: 1) parents of different sexes encourage children more often with what they have to a greater extent (men - money, women - praise, kindness); 2) boys more often expect (and receive) encouragement from their fathers, therefore, accordingly, they receive more encouragement in the form of money, and girls - from their mothers, that is, affection.

Women are more likely to tell acquaintances about their children's success and write about it on social networks (19% of women and 12% of men).

Thus, parents typically use positive reinforcement, such as praise and gifts, to encourage their children. This reflects a trend toward more supportive and motivating parenting methods.

The marital status of the respondents can significantly influence the methods of education, but regardless of the marital status, peducating your children for success and good behavior is the most popular method (Table 7). This emphasizes the importance of positive verbal reinforcement in modern educational practices. Widowers and widows (generally the elderly) and not married respondents are less likely to use material incentives such as money or gifts compared to those in registered or de facto marriages. This may indicate more limited resources or a greater focus on intangible forms of incentives.

Non-married parents tend to use methods such as "I provide fun activities" and "I keep promises" more often, possibly as a way to strengthen their relationship with their children.

Divorced parents tend to use more forms of encouragement such as gifts and money, perhaps as a way to compensate for the emotional impact of divorce on the child.

Table 7 (Q8). And how do you usually encourage your children for success and good behavior? (among those who have children, depending on the marital status of the respondents (N=686), %)

	Not married	I am in a registered marriage	I am in a de facto (civil), unregistered marriage	Divorced officially	Widower (widow)
I fulfill my promises	46%	42%	38%	31%	33%
I give money	12%	20%	29%	23%	9%
I provide interesting leisure time	42%	38%	25%	37%	19%
I excuse myself from performing household duties or household chores	2%	4%	4%	5%	1%
I make gifts, purchases	51%	50%	63%	53%	35%
I tell my friends about their success, I write about it in social networks	20%	17%	17%	16%	14%
I cancel the punishment	7%	5%	0	4%	0
I praise	71%	82%	83%	75%	85%
None of the above	2%	2%	4%	2%	7%
In another way	0	2%	0	1%	0
Difficult to answer	2%	1%	0	2%	0

Based on a comparative analysis of the data on the methods of encouragement used by the parents (legal representatives) of the respondents in childhood and the methods that the respondents use now for their children, the following conclusions can be drawn (Table 8):

❖ Modern parents, to a greater extent than their parents, tend to use active forms of encouragement, such as fulfilling promises, providing interesting leisure time.

❖ The use of material incentives such as money and gifts has increased, which may reflect an increase in material well-being or a change in values where material rewards are becoming more acceptable.

❖ Praise as a method of encouragement has increased significantly, highlighting the trend toward nonviolent parenting where positive reinforcement and emotional support are key elements.

❖ A significant increase in ways of encouraging children to provide interesting leisure time indicates a change in views on the importance of free time and the development of children's wider interests, as well as the expansion of parents' opportunities to organize interesting leisure time.

❖ Some methods, such as exemption from household duties and abolition of punishments, remain relatively unchanged and not so widespread.

Table 8 (Q6, Q8). Changes in the prevalence and structure of the system of incentives for children among respondents compared to the system of incentives among respondents' parents

	Q6. Parents of respondents	Q8. Respondents of children	Δ, (Q8-Q6), interest points
I fulfill my promises	19%	40%	**21**
I give money for pocket expenses	16%	19%	3
I provide interesting leisure time	17%	35%	**18**
I release(s) from performing household duties or household work	4%	4%	0
I make gifts, purchases	32%	49%	**17**
I tell your friends about my successes	19%	17%	-2
I cancel the punishment	4%	4%	0
I praise	67%	80**%**	**13**
In general	**178%**	**248%**	**70**

Overall, the comparison shows that modern parents may be more involved and open to different ways of encouraging positive behavior in children, using a combination of positive verbal and material reinforcement.

2.2.2. Practices of Punishment.

When analyzing the practices of applying various forms of punishment to children, it is important to remember that we are talking about certain declarations within the framework of the survey. In recent years, the application of corporal punishment to children has been considered, in particular, in the Ukrainian and European information field, as socially unacceptable behavior. This suggests that not all respondents risked confessing to the use of physical violence and that the reality may be somewhat different. The general results of the survey indicate gradual positive changes in parenting methods, moving away from physical to more empathic and educational strategies aimed at developing friendly and responsible relationships between parents and children.

According to the respondents, the most common method of punishment is educational conversations (instruction, persuasion, instruction), which are used by more than half of Odesa residents who have children (52%) (Table 9).

Emotional impact (swearing, shouting, etc.), which according to the legislation can be a manifestation of a psychological form of domestic violence, was on the second step in terms of the frequency of use of various methods of education, but with a huge lag behind the "leader", 27% of parents reported the use of this type of punishment , especially among women (30%) and in the 50+ age group (30%).

Table 9 (Q9). Do you punish your children?
If so, what form do you usually use to punish children?, %

	In general, according to the sample	Gender		Age, years			Education			
		men	women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
I give slaps, slaps on the back of the head, slap on the buttocks	8%	8%	9%	5%	6%	12%	9%	5%	8%	9%
I forbid meeting with friends, girlfriends	3%	5%	3%	0%	5%	3%	0%	7%	4%	3%
I forbid, take away pleasures and entertainment, gadgets	17%	19%	16%	15%	26%	8%	9%	30%	12%	19%
I punish with a belt	3%	4%	3%	0%	1%	6%	0%	7%	4%	3%
I scold, shame, shout	27%	19%	30%	17%	26%	30%	27%	25%	24%	29%
I don't talk to him (her)	4%	3%	4%	2%	5%	3%	9%	5%	6%	3%
I conduct educational conversations (advise, convince, teach)	52%	50%	52%	35%	53%	54%	36%	36%	49%	56%
I save money for pocket expenses	3%	3%	3%	3%	4%	2%	0%	7%	2%	3%
I make him (her) stand in a corner	7%	7%	7%	8%	5%	9%	9%	2%	8%	7%
None of the above	15%	16%	14%	28%	14%	13%	9%	21%	16%	13%
Other	0%	0%	1%	0%	0%	1%	0%	0%	0%	1%
I do not punish	7%	8%	7%	10%	6%	7%	18%	11%	4%	8%
Difficult to answer	0%	1%	0%	3%	>1%	0%	0%	0%	0%	1%

Next, according to the frequency of use, there are various restrictions and prohibitions; of them, the deprivation of pleasures and entertainments is comparatively more common (17%).

8% admitted to slapping, slapping the back of the head, slapping the buttocks, 3% punishing with a belt, another 7% of respondents put the child in a corner, which are forms of child abuse. Thus, even taking into account the declarative nature of the answers, the scope of the application of physical punishments to children is not so small as it may seem at first glance, and most likely, in reality they are even wider.

According to the survey participants, they never used "any of the above" when educating their children – 15%, while 7% said that they do not punish their children at all.

Conducting educational conversations is the most common method in all categories, regardless of family status, but the highest percentage is observed among those who are in a registered or unregistered marriage (54% each) (Table 10).

Physical punishment (slaps, spanking) is not used by those who are not married. Those who are in a de facto marriage (17%) use it most often.

The ban on meeting friends is most common among not married people (5%).

Those who are not married use psychological punishments (swearing, shaming, shouting) most often (34%), those who are in a registered marriage use it the least (25%).

The highest percentage among those who do not punish children is observed among widowers/widowers (12%) and divorced (11%). The lowest percentage is among the not married (2%).

Table 10 (Q9). Do you punish your children? If so, in what form do you usually punish children?

(among those who have children, depending on the marital status of the respondents (N=686), %)

	Not married	I am in a registered marriage	I am in a de facto (civil), unregistered marriage	Divorced officially	Widower (widow)
I give slaps, slaps on the back of the head, slap on the buttocks	0%	8%	17%	7%	14%
I forbid meeting with friends, girlfriends	5%	4%	4%	2%	0%
I forbid, deprived of pleasures and entertainment, gadgets	22%	20%	8%	14%	5%
I punish with a belt	5%	3%	0%	5%	5%
I scold, shame, shout	34%	25%	25%	28%	30%
I don't talk to him (her)	5%	4%	0%	8%	0
I conduct educational conversations (advise, convince, teach)	51%	54%	54%	44%	45%
I save money for pocket expenses	2%	3%	4%	4%	1%
I make him (her) stand in a corner	0%	7%	13%	4%	9%
None of the above	15%	13%	17%	19%	21%
Other	0%	>1%	0%	1%	0%
I do not punish	2%	6%	4%	11%	12%
Difficult to answer	2%	>1%	0%	0%	0%

Table 11 (Q7, Q9). Changes in the scale of prevalence and structure of the system of punishment of children among respondents in comparison with the system of punishment among respondents' parents

	Q7. Parents of respondents, %	Q9. Respondents of children	Δ, (Q9-Q7), interest points
They slapped, slapped the back of the head, slapped the buttocks	15%	8%	-7
It was forbidden to meet with friends	15%	3%	-12
Prohibition, deprivation of pleasures and entertainment, gadgets	12%	17%	5
They punished with a belt	25%	3%	-22
They scolded, shamed, shouted	33%	27%	-6
They did not talk to me	9%	4%	-5
They conducted educational conversations (advised, persuaded, taught)	45%	52%	7
Deprives money for pocket expenses	5%	3%	-2
They made me stand in a corner	25%	7%	-18
In general	**185**	**124**	-61

On the basis of a comparative analysis of the methods of punishment that were applied to the respondents in their childhood and those that they apply to their own children, the following general conclusions can be drawn (Table 11):

❖ A consistently high percentage of respondents in both generations prefer educational conversations as the main method of maintaining discipline, which emphasizes the importance of communication and an educational approach in education. This method is especially popular among people with higher education.

❖ There is a general decrease in the use of physical punishment from generation to generation. This may indicate a growing awareness of the negative consequences of such methods and a reorientation towards non-violent methods of education.

❖ Younger generations and individuals with higher education are less likely to support harsh punishment methods, which may reflect greater access to parenting information and greater awareness of progressive parenting practices.

❖ The level of education has an impact on the choice of discipline methods. People with higher education prefer non-violent forms such as conversations and mentoring.

The use of physical punishment is one of the many forms of parental behavior that is often passed from one generation to another ("the social relay of violence"). The main reason why parents use

corporal punishment against their own children is that they themselves were exposed to this type of violence in childhood (J. Giles-Sims, M. Straus, D.B. Sugarman, 1995)[1]. In order to clarify the structure of punishments, a factor analysis of the correlations of variables was carried out, which include the methods of punishment that adults experienced in childhood and the forms of punishment of children. **Table 12** contains the matrix of factor loadings for the eight-factor solution obtained by the method of principal components.

Table 12. Matrix of factor loadings of the eight-factor solution for education methods.
(Principal components method, varimax rotation. Factor loadings less than 0.3 are not presented in the table)

	F1	F2	F3	F4	F5	F6	F7	F8
Q7. Parents_Scolded, shamed, shouted	0,682							
Q7. Parents_Punished with a belt	0,639							
Q7. Parents_Slapped, slapped the back of the head, slapped the buttocks	0,543							
Q7. Parents_None of the above	-0,54							
Q7. Parents_Made stand him (her) in a corner	0,498							
Q9. I scold, shame, shout at my child	0,492							
Q9. I conduct educational conversations (advise, convince, teach)		0,787						
Q9. None of the above		-0,674						
Q7. Parents_Conducted educational conversations (instructed, convinced, taught)		0,666						
Q7. Parents_Forbidden, took away pleasures and entertainment, gadgets			0,73					
Q7. Parents_Forbidden to meet with friends, girlfriends			0,648					
Q7. Parents_Deprived of money for pocket expenses			0,462					
Q7. Parents_Didn't talk to me			0,386					
Q9. I save money for pocket expenses				0,764				

[1] Giles-Sims, J., Straus, M A., & Sugarman, D. B. (1995). Child, maternal, and family characteristics associated with spanking. Family Relations, 44, 170-177 URL:https://calio.dspacedirect.org/handle/11212/3148

Q9. I forbid, take away pleasures and entertainment, gadgets				0,648				
Q9. I don't talk to him (her)					0,697			
Q9. I forbid meeting with friends, girlfriends					0,654			
Q9. I punish with a belt						0,638		
Q9. I give slaps, slaps on the back of the head, slap on the buttocks						0,608		
Q9. I make him (her) stand in a corner							0,847	
Q9. I do not punish								0,939

The results of the factor analysis show that some aspects of parents' behavior (for example, physical and verbal punishment) have a high load on the same factors as the corresponding aspects of educating children, which may indicate a certain connection or transmission of behavioral patterns.

Table 13 (Q9). Do you punish your children? If so, what form do you usually use to punish children? (SEVERAL ANSWERS CAN BE CHOSEN)
* (Q1) What feelings do you most often feel when thinking about your current life?
(Depending on the emotional state of the parents)

	In general, according to the sample	Emotional state of parents	
		Hope	Anxiety
I give slaps, slaps on the back of the head, slap on the buttocks	8%	10%	10%
I forbid meeting with friends, girlfriends	3%	4%	3%
I forbid, deprived of pleasures and entertainment, gadgets	17%	23%	21%
I punish with a belt	3%	3%	3%
I scold, shame, shout	27%	29%	32%
I don't talk to him (her)	4%	5%	5%
I conduct educational conversations (advise, convince, teach)	52%	63%	57%
I save money for pocket expenses	3%	3%	2%
I make him (her) stand in a corner	7%	6%	6%
None of the above	15%	11%	12%
Other	0%	0%	0%
I do not punish	7%	6%	5%

The data in *Table 13* may indicate a certain dependence of parenting styles on the emotional state of parents. So, for example, a greater tendency to verbal punishment among those who feel anxious may indicate a connection between stressful emotional states and harsher parenting methods. At the same time, a high percentage of educational conversations among those who feel hopeful may indicate a greater inclination to a constructive approach in education among this group.

At the same time, the respondents' choice of methods of punishment, which are manifestations of physical violence (slap, punish with a belt, put in a corner), do not show differences depending on the emotional state of the parents. This may indicate that the choice of such methods of punishment is deliberate and mostly does not depend on the emotional state of the parents.

2.3. Public Opinion on Why Parents Use Corporal Punishment of Children.

Fig. 7. (Q10) Why do you think parents use corporal punishment on children?
(You could choose several answers), %

Group	they do not know other methods	from fatigue and weakness	because they were brought up with such methods	they consider these methods to be effective	other	difficult to answer
Higher	33	36	53	23	7	4
Secondary Special	26	26	45	14	10	10
Full Secondary	41	23	51	22	6	8
Incomplete Secondary	24	10	43	14	14	5
50+	21	30	40	18	13	9
30-49	31	34	52	19	7	7
18-29	44	29	59	23	4	3
Women	32	36	51	18	8	6
Men	30	24	48	22	9	7
In general, according to the sample	31	31	50	20	8	6
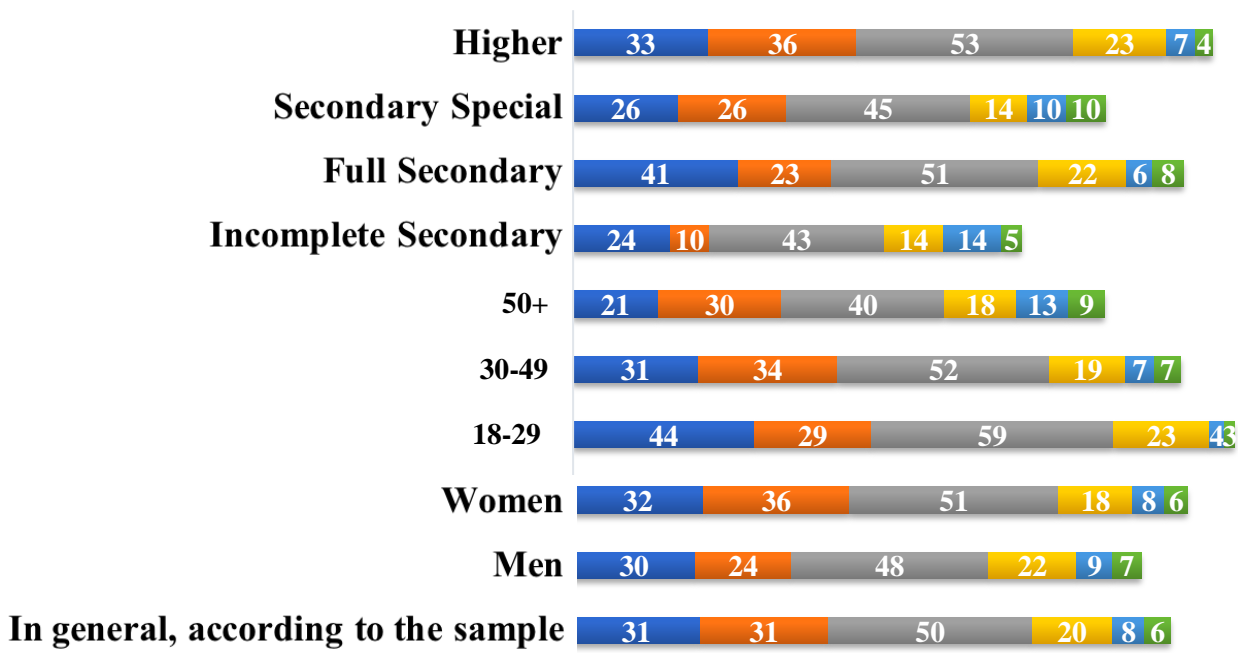
Legend:
- they do not know other methods of maintaining the discipline of children
- from fatigue and weakness
- because they were brought up with such methods
- they consider these methods to be effective
- other
- difficult to answer

Respondents were asked why, in their opinion, parents apply corporal punishment to children. Survey participants could choose several answers.

The most popular reason for using corporal punishment was "because they were brought up with such methods" (50% of the total sample) (Fig. 7).

Women (36%) slightly more often than men (24%) believe that the reason for corporal punishment is "due to fatigue and weakness".

Men and women mention other reasons about equally often.

Respondents aged 18-29 more often note that parents do not know other methods of maintaining discipline (44%).

The age group of 30-49 years indicates more often than others that the use of corporal punishment is connected with the fact that parents were brought up this way (59%).

Respondents with incomplete secondary education are less likely to indicate "from fatigue and weakness" as a reason (10%), but more often they answer "other" (14%).

Respondents with higher education, like other groups, believe that the main reason is that their parents were brought up this way (53%) (Fig. 7).

Table 14. Why do you think parents use corporal punishment of children?

(Depending on the family status of the respondents), %

	Not married	I am in a registered marriage	I am in a de facto (civil), unregistered marriage	Divorced officially	Widower (widow)
They do not know other methods of maintaining the discipline of children	42%	28%	34%	31%	17%
From fatigue and weakness	26%	33%	49%	33%	30%
because they were brought up with such methods	59%	48%	34%	48%	41%
These methods are considered effective	22%	18%	17%	22%	17%
Other	6%	8%	7%	10%	16%
Difficult to answer	3%	8%	0%	6%	10%
Refusal to answer questions	1%	>1%	0%	0%	0%

Not married respondents more often stated that they use corporal punishment because they do not know other methods of discipline and because they themselves were brought up with the same methods.

Respondents in a registered marriage are less likely to indicate fatigue and powerlessness as a reason for corporal punishment, compared to other groups.

Divorced respondents have similar indicators to those who are in a registered marriage, but slightly more often indicate the difficulty of answering the question.

Respondents in de facto marriages most often indicated fatigue and powerlessness as the reason for using corporal punishment, which may indicate specific stressors in such relationships.

Widowers show a higher percentage in the "other" category, which may reflect individual circumstances or less common causes. They also have the highest percentage in the "difficult to answer" category, which may indicate greater uncertainty in their answers.

In general, these data indicate that there are differences in the reasons for the use of corporal punishment among different family statuses, with a special emphasis on the influence of past educational experiences and existing stressful circumstances (Table 14).

3. TYPES OF PUNISHMENTS DEPENDING ON THE CHILD'S BEHAVIOR.

In the vast majority of cases, the degree of severity of the child's punishment depends on the misdemeanor that causes the disapproval of adults. As part of this study, an attempt was made to find out which children's misdeeds are considered "worthy" of harsh punishment (up to physical punishment) by Odesa adults, which are relatively mild punishment (restrictions, prohibitions, etc.), and which can be left without punishment at all.

The list of "misdemeanors" included eleven variants of children's misdemeanors – from poor academic performance and disobedience to more serious behavioral deviations (petty theft, alcohol and/or drug use, smoking, hooliganism) (Table 15).

Table 15. I will now list some "misdemeanors" of children, which usually cause the disapproval of adults. For each misdemeanor, please state whether it should result in:
(1) – "harsh" punishment (up to physical punishment),
(2) – relatively "soft punishment" (reprimand, deprivation of a walk or use of gadgets)
(3) - can he be left without punishment at all?
Among all respondents (N=1000 people)

	"Harsh" punishment	Relatively "mild punishment"	You can leave without punishment at all	Difficult to answer
Poor performance in school	1%	52%	42%	5%
Violation of discipline and absenteeism at school	10%	66%	16%	7%
Rudeness towards parents or other senior family members	21%	61%	10%	9%
Smoking	27%	45%	18%	11%
Consumption of alcoholic beverages	37%	41%	11%	11%
Drug use	56%	23%	5%	15%
Hooliganism in a public place, fight	29%	50%	8%	13%
Theft	56%	29%	4%	10%
Unsafe behavior (e.g. on railways, construction sites, subways, rooftops, etc.)	31%	52%	10%	8%
Deception of teachers, senior family members	20%	60%	12%	8%
Disobedience, failure to meet the demands of parents and other family members in everyday life	5%	69%	19%	7%

As expected, the respondents' reaction to different forms of children's misdeeds turned out to be different. Let's first consider those that, according to Odesa residents, require **harsh punishment of the child (up to physical impact).** These include two misdemeanors that were noted as requiring severe punishment by half or more of the survey participants:

1) drug use (56%);

2) theft (56%).

As you can see, the list consists of such misdemeanors of children that can cause harm to their own health, or are in the realm of offenses for which administrative and criminal liability is provided, which probably explains such a consolidated opinion of the population regarding the need for harsh methods of influence. Moreover, the shares of answers "It is possible not to punish" regarding the listed offenses were only 5% and 4%, respectively. Other respondents believe that punishment is necessary, but possible in a mild form.

Additional analysis proved that there are few serious features characterizing the group of Odesa residents who support cruel punishment of children for the offenses listed above, that is, the socio-demographic parameters of this group do not distinguish it from the entire sample in general.

Further, it is possible to single out misdemeanors, regarding which the opinion of the respondents is ambiguous, but still it should be recognized that the shares of those who believe that they need severe punishment are very significant - from almost a quarter to more than a third of the city's residents:

1) smoking (27%);

2) hooliganism in a public place, fight (29%);

3) dangerous behavior (for example, on the railway, construction, in the subway, on roofs, etc.) (31%);

4) consumption of alcoholic beverages (37%).

By the way, there are also small shares of those who believe that the specified misdemeanors can be left unpunished, while the majority advocates its mild forms.

Out of the five remaining misdemeanors, only one fairly significant part of Odesa residents spoke in favor of no punishment at all (42%). It is about poor academic performance, which in the list turned out to be the most forgivable offense. The majority of respondents (52%) recognized poor academic performance as requiring mild punishment, and only 1% - severe (although this is the lowest rate out of eleven).

Respondents showed comparative "softness" with regard to several other misdemeanors:

1) disobedience and non-fulfillment of parents' demands in everyday life;

2) violation of discipline and absenteeism at school;

3) deception of teachers, senior family members;

4) rudeness towards parents or other senior family members.

In these cases, from 5% to 21% of respondents advocated harsh punishment, almost as many believe that it is possible not to punish, the majority - for milder forms of punishment.

Thus, the degree of seriousness of the misdemeanor – even bearing in mind that the understanding of "seriousness" certainly varies from person to person – significantly affects the nature of the punishment. During the assessment of specific "misdemeanors", primarily serious, strict measures, up to physical ones, are approved by quite a number of respondents (in a number of cases - half of Odesa residents). If you compare **Tables 9 and 15**, it is worth noting that on the one hand, only 8% of respondents indicate that they use corporal punishment of children (Table 9), while 56% of respondents note that severe punishments may be used for certain misdeeds of children (Table. 15),

which indicates the absence of "zero" tolerance for corporal punishment of children in more than half of the respondents.

There was not a single misdemeanor on the list for which not a single respondent would approve of harsh punishment at all (recall that the minimum rate is 1% for poor school performance).

Odesa residents who have children at the time of the survey have differences in their assessment of the degree of punishment for children from respondents who do not have children, but they are not very significant and statistically insignificant. Moreover, this applies not only to the most serious, but also to all types of misdemeanors from the list (Table 16).

Table 16. I will now list some "misdemeanors" of children, which usually cause the disapproval of adults. For each misdemeanor, please state whether it should result in:
(1) - "harsh" punishment (up to physical), (2) - relatively "soft punishment" (reprimand, deprivation of a walk or use of gadgets) or can it (3) be left without punishment at all?
Among respondents who have children (N=686 people),%

	"Harsh" punishment	Relatively "mild punishment"	You can leave without punishment at all	Difficult to answer
Poor performance in school	1%	49%	44%	6%
Violation of discipline and absenteeism at school	10%	64%	18%	8%
Rudeness towards parents or other senior family members	18%	62%	11%	9%
Smoking	27%	42%	18%	13%
Consumption of alcoholic beverages	39%	36%	11%	14%
Drug use	53%	22%	7%	18%
Hooliganism in a public place, fight	29%	46%	9%	16%
Theft	53%	30%	5%	12%
Unsafe behavior (e.g. on railways, construction sites, subways, rooftops, etc.)	33%	48%	10%	9%
Deception of teachers, senior family members	20%	57%	14%	9%
Disobedience, failure to meet the demands of parents and other family members in everyday life	5%	67%	20%	8%

We would like to add that respondents with a higher education (42%) were somewhat more in favor of not punishing children for poor academic performance than those without it (33%) (Table 17).

Table 17. For each misdemeanor, please state whether it should result in (poor performance at school):

(1) - "harsh" punishment (up to physical), (2) - relatively "soft punishment" (reprimand, deprivation of a walk or use of gadgets) or can it (3) be left without punishment at all?
(among all respondents,%)

	"Harsh" punishment	Relatively "mild punishment"	You can leave without punishment at all	Difficult to answer
Incomplete high school (completed grades 7-9 of a comprehensive school, gymnasium)	0	57%	33%	10%
Complete high school (completed grades 10-11 of a comprehensive school, gymnasium)	1%	58%	34%	6%
Secondary special (graduated from technical school, school, college...)	1%	54%	38%	7%
Higher education (graduated from an institute, university, academy)/Unfinished higher education	1%	52%	42%	5%

4. LEVEL OF AWARENESS OF THE RESPONDENTS REGARDING THE LEGISLATION OF UKRAINE ON THE PROHIBITION OF PHYSICAL AND OTHER DEGRADING PUNISHMENTS OF CHILDREN

The general level of awareness of the legislation on the prohibition of physical punishment of children among the respondents is different (Table 18).

A third (33%) of respondents said that they are well acquainted with him.

Almost half (46%) of the respondents indicated that they are aware of the existence of the legislation, but are not familiar with it in detail, that is, people may be aware of the general principle, but they are not aware of the details of the legislation.

21% of respondents are hearing about this legislation for the first time, which indicates the insufficiency of informing citizens about children's rights.

The highest level of awareness is observed among men, young people aged 18 to 29, and people with higher education (each of these groups has 82% of the answers "Known, but not in detail" and "I know well").

The average level of awareness (the answers "Known, but not in detail" and "I know well") was found in the group of people aged 30 to 49 (80%), people with a complete secondary education (80%) and in the general sample (79%) .

A lower level of awareness (answers "Known, but not in detail" and "I know well") is observed among women (77%), people over 50 (76%), people with incomplete secondary education (76%) and people with secondary special education (74%).

The group with the lowest level of awareness of the legislation prohibiting corporal punishment of children is the respondents with incomplete secondary and secondary special education, where 24% and 25% of respondents respectively answered that it was the first time they had heard about it.

Table 18 (Q28). Do you know that in Ukraine there is legislation that prohibits physical punishment of children, as well as punishments that degrade the dignity of a child?,%

	In general, according to the sample	Gender		Age, years			Education			
		men	women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
I am hearing about it for the first time	21%	17%	23%	19%	20%	24%	24%	19%	25%	18%
It is known, but I myself am not familiar with it in detail.	46%	49%	44%	47%	46%	46%	57%	52%	44%	46%
I know him quite well	33%	33%	33%	35%	34%	30%	19%	28%	30%	36%
Difficult to answer	0%	1%	0%	0%	1%	0%	0%	1%	0%	0%

Gender, age and level of education influence the level of awareness of the mentioned legislation. In particular, a higher level of awareness is observed among men, young people and persons with higher education (Table 1).

These findings emphasize the importance of strengthening information and educational initiatives in the field of protection of children's rights. Special attention should be paid to ensuring access to detailed information about the legislation for those population groups that have a lower level of awareness.

5. ATTITUDES OF ODESA RESIDENTS REGARDING THE METHODS OF EDUCATING CHILDREN.

The attitude towards various forms of punishment of children and methods of education in general is largely determined by established traditions, attitudes, and stereotypes prevalent in society. In order to identify such attitudes, the research toolkit included several statements with which the respondents had to express agreement or, conversely, disagreement (Table 19). Among the proposed statements, some directly related to attitudes about the use of physical violence against children.

In **Table 19,** the statements are arranged in the order of decreasing share of "Completely agree" answers. The most consolidated in terms of the degree of agreement is the statement "It is not words and actions that educate a child" - 87% of respondents completely agree with it, and taking into account those who "disagree" (8%), this is the vast majority of Odesa residents, which indicates a broad belief, that the example and behavior of parents is crucial in education.

Table 19. Please tell me whether you agree or disagree with these statements?

(among all respondents, %)

	Agree (to)	Disagree (to)	Difficult to answer
A child is educated not by words, but by actions	87%	8%	5%
If children behave well, parents should encourage them	81%	16%	3%
Children to whom harsh methods of punishment are applied are more likely to show aggression towards those weaker than themselves	79%	15%	3%
Parents know better what is best for the child	42%	50%	8%
If the parents use corporal punishment on the child, the child should seek protection from the police	41%	53%	6%
Educating children in a family can NOT be effective without physical punishment	6%	90%	4%

Two more statements can be counted among those shared by the majority of Odesa residents (in parentheses are the shares of fully agreeing respondents and those who disagree, respectively):

1) *"If children behave well, parents should encourage them"* (81%, 16%) – the majority supports the idea of positive reinforcement in children's behavior through encouragement.

2) *"Children who are subjected to harsh methods of punishment are more likely to show aggression towards those weaker than themselves"* (79%, 15%) – most admit that cruel treatment can lead to aggressive behavior in children.

That is, the majority of Odesa residents believe that children should be educate d by their own example and encouraged for good behavior, that is, they support positive attitudes.

It is interesting that the thesis about the need to encourage a child for good behavior is relatively more often supported by financially well-off categories of citizens; it can be assumed that they primarily mean material (financial) encouragement.

42% of respondents agree that "parents know better what is best for the child", while 50% disagree, emphasizing that parental intuition or experience may not be in the best interest of the child.

Let's pay attention to the fact that the majority of respondents who do not have children (65%) do not agree with the statement that parents know better what is best for the child. This may suggest that people without parenting experience may believe that other or external factors are also important in parenting. Among those who have one child, the situation is almost evenly divided: 47% agree and 45% disagree with the statement. Among respondents with two children, the majority (53%) agree with the statement. Respondents with three or more children also overwhelmingly agree with the statement (51%), although this has the highest percentage of those who answered "Difficult to answer" (13%), which may indicate greater uncertainty or wavering in opinion among parents with more children .

Table 20. Connection table **Q25 Parents can see what is best for the child ***

D5.recoded Number of children among the respondents (4 gr.)

	Number of children of the respondents			
	There are no children, %	One child, %	Two, %	Three and more, %
I agree	28	47	53	51
I do not agree	65	45	41	35
Difficult to answer	7	8	7	13

Thus, the increase in the number of children among respondents seems to be correlated with a greater belief that parents are more aware of what is best for the child. This may reflect increasing confidence in one's parenting experience with increasing number of children. On the other hand, people without children and with one child may be more open to outside advice or less confident in their parenting competence.

The vast majority (90%) of respondents do not agree with the statement that "educating children in the family can *NOT be effective without physical punishment*", rejecting the idea of the need for physical punishment in the process of education (Table 19). Only 6% of respondents without children agree with this statement. Among those who have one child, 6% also agree with this statement, while 91% disagree. 5% of respondents with two children believe that physical punishment is necessary for effective parenting, while 90% do not support this idea. However, among parents with three or more children, there is a higher percentage (15%) of those who support this statement (Table 21), perhaps due to a traditional view of education or more challenges associated with educating children, in particular, the need to solve problems not only in the relationship between parents and children, as well as in the relationship between children.

Table 21. Connectivity table. (Q26) "Educating children in the family cannot be effective without physical punishment" D5.recoded Number of children among respondents (4 gr.)

	D5.recoded Number of children of the respondents				In general, %
	There are no children, %	One child, %	Two, %	Three and more, %	
I agree to	6%	6%	5%	**15%**	6%
I do not agree	**92%**	**91%**	**90%**	**76%**	**90%**
Difficult to answer	2%	3%	5%	9%	4%

Public opinion was also divided on the statement *"If parents use corporal punishment on a child, the child should seek protection from the police"*: 41% support it, but the majority (53%) do not support the idea of turning to the police in such cases. This may indicate the prevalence of the attitude

regarding the impracticality of "taking the garbage out of the house", that is, taking family affairs outside the family; about mistrust of the police; fear of possible sanctions, etc. At the same time, the attitude towards seeking help from the police varies depending on education (Table 22), in particular, among respondents with higher education, more people disagree with this statement. This may be due to the awareness of the results of the police response to cases of domestic violence against children, including bringing them to legal liability.

Table 22. Please tell me whether you agree or disagree with these statements?

(level of agreement depending on age and education, %)

	Age, years			Education			
	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
A child is educated not by words, but by actions	90%	87%	86%	81%	85%	84%	90%
If children behave well, parents should encourage them	81%	81%	80%	91%	85%	82%	79%
Children to whom harsh methods of punishment are applied are more likely to show aggression towards those weaker than themselves	83%	80%	75%	72%	80%	73%	83%
Parents know better what is best for the child	24%	45%	53%	57%	43%	48%	38%
Educating children in a family can NOT be effective without physical punishment	4%	7%	7%	10%	5%	8%	5%
If the parents use corporal punishment on the child, the child should seek protection from the police	39%	43%	42%	43%	43%	45%	**39%**

The age of the respondents, contrary to expectations, does not have a decisive influence on the analyzed statements. There is a tendency to decrease support for cruel methods of punishment with increasing age of respondents and higher level of education. Agreement with the statement "parents see what is best for the child" increases with age, the highest percentage among respondents over 50 years old (53%). These data indicate that the increasing age of the respondents correlates with a greater belief that parents are more aware of what is best for their child. This may be due to more life experience and perhaps more situations where they had the opportunity to apply their own experience

in educating children. At the same time, younger respondents may be more open to modern educational practices and less inclined to believe that only parents know what is best for the child.

Table 23. Please tell me whether you agree or disagree with these statements? (level of agreement among men and women, %)

	Agree (to)	
	men	**women**
A child is educate d not by words, but by actions	88%	87%
If children behave well, parents should encourage them	85%	78%
Children to whom harsh punishment methods are applied, more often show aggression towards those weaker than themselves	75%	82%
Parents know better what is best for the child	44%	41%
Educating children in a family can NOT be effective without physical punishment	7%	6%
If the parents use corporal punishment on the child, the child should seek protection from the police	43%	40%

In general, men and women have similar views on educating children, with slight differences in relation to positive reinforcement and the influence of harsh punishment on children's aggressive behavior and the expediency of using children's incentives (Table 23). 7% of men and 6% of women believe that effective education of children in the family is impossible without physical punishment, which indicates the presence of "zero" tolerance for the use of corporal punishment of children.

The general conclusion from these data can be drawn as follows: the majority of respondents prefer non-violent methods of education and believe that a positive example and support are key to a child's healthy development. At the same time, "zero" tolerance for the use of corporal punishment of children has not yet been formed in society, although the majority of society is inclined to the opinion that physical punishment can lead to negative consequences, such as aggression. On the other hand, there are differences of opinion about the role of parental authority and the intervention of external institutions such as the police.

6. IDEAS ABOUT METHODS OF INFLUENCE ON PARENTS FOR CRUEL TREATMENT WITH CHILDREN.

Among the respondents, there was general support for the idea of the need for educational measures for parents who mistreat their children, while a relatively small number of respondents oppose any punishments (Table 24). This may indicate recognition of the importance of education and support in improving parenting skills as an alternative to abuse.

32% of all respondents believe that parents should be fined for child abuse. Men (30%) are slightly less likely to support fines than women (33%). The greatest support for fines is among younger respondents (18-29 years old – 39%) and people with incomplete secondary education (48%).

The majority of respondents (61%) believe that parents should be required to take courses on educating children. This opinion is shared more by women (62%) compared to men (59%). The percentage is higher among people aged 18-29 (66%) and with a complete secondary education (68%).

At the same time, 6% of respondents oppose any punishments, believing that parents have the right to independently choose the methods of educating children. Men (10%) are more likely to speak out against punishments than women (4%).

16% of respondents offer other answer options that are not included in the main categories.

6% of respondents cannot answer the question clearly.

Table 24 (Q29). In your opinion, how should parents be punished for child abuse?,%

	In general, according to the sample	Gender		Age, years			Education			
		men	women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
I fine them	32%	30%	33%	39%	27%	32%	48%	25%	28%	35%
I oblige to take courses on educating children	61%	59%	62%	66%	60%	57%	48%	68%	58%	62%
I am against punishments, parents have the right to choose methods of educating children at their own discretion	6%	10%	4%	3%	7%	7%	10%	8%	6%	6%
Other	16%	13%	18%	13%	19%	15%	14%	15%	16%	16%
Difficult to answer	6%	6%	6%	3%	6%	9%	0%	5%	10%	4%

When answering the question, the respondents had the opportunity to add their answer. Thus, we received another 158 additional responses (see Appendix B_3), which were analyzed by the method of content analysis and visualized by wordscloud.

To conduct a content analysis of the data, we categorized responses to identify patterns and trends.

1) **Deprivation of parental rights ("deprive parental rights", "take away children")** – a third of respondents (33%) mentioned this method of influencing parents, which indicates the belief that parents who commit violence cannot be trusted to educate children.

2) **Fines and other sanctions of legal responsibility ("fine", "criminal responsibility", "prison", "community service")** – 31% of respondents mentioned among the methods of influencing parents fines or other sanctions within the limits of legal responsibility. Yes, imprisonment ("prison") is one of the common suggestions for impacting parents who mistreat their children. This method was mentioned by 15% of respondents, both men and women in different age groups.

3) **Physical retribution ("severe punishment", "beat them up too")** – 14% of respondents believe that abusive parents should be treated the same as their children, indicating a desire for retributive justice.

4) **Work with a psychologist ("psychologist", "psychologist's work", "psychotherapy")** – 12% of respondents indicated that parents who commit violence should receive psychological help, which indicates a preference for rehabilitative measures over punitive ones.

5) **Educational activities ("explanatory conversations")** – 7% of respondents believe that parents need help in understanding the best methods of education, which involves educational interventions.

Men more often offer imprisonment, "prison", women more often offer psychological support and counseling.

Younger respondents (18-29 years old) tend to prefer psychological help and deprivation of parental rights. Older respondents (eg, 50+) also mention imprisonment and legal liability.

From the analysis of the open-ended responses, additional conclusions can be drawn regarding the punishment of parents who mistreat their children. A combination of punitive measures (such as imprisonment and deprivation of rights) and rehabilitative measures (such as psychological assistance) is preferred. Responses vary widely, reflecting differing views on the balance between punishment and rehabilitation. The role of psychological support in eliminating the root causes of violence is recognized. The severity of the proposed punishments varies, indicating different levels of tolerance for violent behavior and different understandings of what constitutes effective and ethical punishment. Such analysis provides insight into public opinion on how society should respond to cases of parental abuse, highlighting a combination of punitive and rehabilitative approaches.

7. LEVEL OF AWARENESS AND SOURCES OF INFORMATION ABOUT CHILDREN EDUCATION.

5 out of 10 respondents (51%) consider that their knowledge about educating children is insufficient.

43% consider their knowledge sufficient.

6% could not answer this question.

The distribution of opinions among men and women is almost identical: 44% of men and 43% of women consider their knowledge sufficient, while 51% of both sexes consider it insufficient.

The smallest percentage of those who consider their knowledge sufficient is observed in the age group of 18-29 years (38%). Among people aged 50 and older, there are more people who consider their knowledge sufficient (48%). In the age group of 30-49 years, the distribution of opinions is almost even.

Interestingly, among respondents with incomplete secondary education, the highest percentage of those who consider their knowledge sufficient (52%). Respondents with higher education evaluate their knowledge more critically – more than half consider their knowledge insufficient (56%). Respondents with secondary special education also, in their opinion, have a high percentage of sufficient knowledge (52%).

These results may indicate interesting social and psychological trends. For example, younger people or those with higher education may be more prone to self-criticism or be more aware of the complexities of educating children. On the other hand, higher confidence among respondents with less than a high school education may indicate less awareness of various aspects of parenting or cultural differences in perceptions of the parenting role.

Fig. 8. (Q30). Do you think your knowledge about educating children is sufficient? ,%
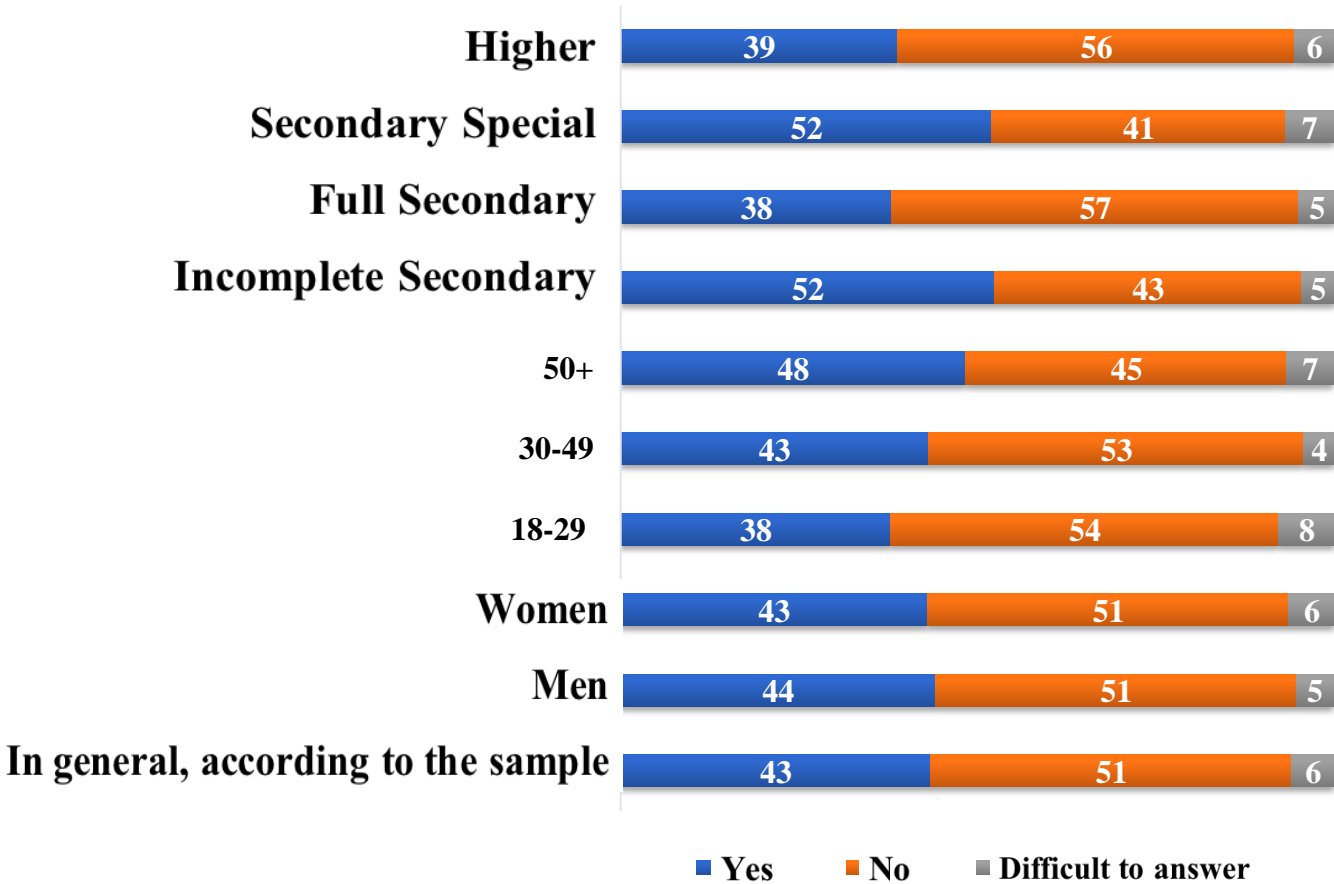
Table 25 (Q31). From what sources do you usually get information about educating children?

(You could choose several answers), %

	In general, according to the sample	Gender		Age, years			Education			
		men	women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
I read special literature on pedagogy and psychology	38%	28%	44%	35%	39%	40%	10%	23%	30%	46%
I listen to programs, watch videos	39%	28%	46%	39%	44%	33%	24%	42%	30%	44%
From life experience (as I was brought up, so I am brought up)	76%	79%	74%	70%	73%	85%	62%	71%	81%	74%
I consult with specialists (teachers, psychologists)	17%	12%	19%	15%	18%	16%	0%	8%	9%	23%
I consult with friends, acquaintances who have children	19%	19%	20%	25%	17%	17%	19%	24%	13%	22%
I attend courses for parents	2%	1%	3%	3%	3%	1%	0%	3%	1%	3%
From others	3%	2%	3%	2%	4%	2%	5%	3%	3%	3%
Difficult to answer	2%	2%	2%	3%	2%	2%	5%	4%	2%	1%

Respondents were also asked from which sources they usually get information about educating children.

76% of all respondents pointed to life experience as the main source of information about education. This indicator is especially high among men (79%) and in the age category 50+ (85%).

38% of the total sample read special literature, and 39% listen to programs or watch videos. Women (44%) and persons with higher education (46%) turn to specialized literature more often than others.

In general, only 17% of respondents consult with specialists. This category also has a higher percentage among women (19%) and persons with higher education (23%).

About 19% of respondents consult friends or acquaintances.

A very small percentage (2% in total) attend courses for parents.

These data show that most people rely on their own life experience in educating children. This may indicate that traditional approaches to education are still dominant. At the same time, a significant share of the population also uses modern sources of information, such as specialized literature and multimedia materials. The relatively low percentage of consultation with specialists may indicate a lack of awareness of such opportunities or cultural barriers.

Other sources involve only 3% of respondents, who cited a variety of sources that include personal experience, intuition, religious values, education, and professional experience (see Appendix B_4). This indicates a wide range of approaches to educating children. Some respondents mentioned their own life experiences. Some respondents, such as psychologists or educators, use their professional experience and knowledge in education. There are a significant number of answers that are related to religious beliefs and values, such as consulting a priest or using Christian values, which highlights the influence of religious norms on the choice of approaches to educating children. Some respondents mentioned education, such as seminars, webinars, or professional trainings, as sources of information about parenting. There are respondents who do not look for external sources of information, but rely on their own thoughts and beliefs.

Table 26 (Q31). From what sources do you usually get information about educating children? *(SEVERAL ANSWERS CAN BE CHOSEN)*

% by category of variable D6. What is your family's financial situation?

	D6. Financial situation of the family				
	There is not enough even for the most necessary food products	There is usually enough money for food	There is enough money for current expenses	Purchase of durable goods	Nowadays, we can deny ourselves almost nothing
I read special literature on pedagogy and psychology	32%	30%	40%	43%	32%
I listen to programs, watch videos	24%	31%	40%	47%	31%
From life experience (as I was brought up, so I am brought up)	83%	78%	75%	77%	80%
I consult with specialists (teachers, psychologists)	10%	18%	15%	23%	15%
I consult with friends, acquaintances who have children	9%	14%	20%	24%	15%
I attend courses for parents	0%	1%	2%	3%	3%
From others	2%	4%	3%	2%	1%
Difficult to answer	2%	1%	3%	1%	1%
Refusal to answer questions	2%	1%	0%	0%	1%

The data show that the financial situation of the family partly affects access to various sources of information about educating children. With greater material well-being, the use of various sources increases, in particular, such as professional consultations and courses for parents (Table 26).

8. IDEAS ABOUT WAYS TO IMPROVE CHILD EDUCATION IN THE FAMILY.

More than half of respondents (57% in total) believe that organizing free consultations with specialists (psychologists, teachers) for parents who have problems with their children will improve education. Women (62%) and younger age groups (62% among 18-29 year olds) especially support this idea.

4 out of 10 (40%) respondents believe that the dissemination of information from professional psychologists and teachers in the media will be useful. This option has higher support among people with higher education (48%).

A third (34%) indicated the need to organize free parenting courses for parents. This idea has the greatest support among young respondents (44% among 18-29 year olds).

Table 27 (Q32). What will improve the education of children in families?

(You could choose several answers), %

	In general, according to the sample	Gender		Age, years			Education			
		men	women	18-29	30-49	50+	Incomplete secondary	Full secondary	Secondary special	Higher
Classes on responsible parenthood in educational institutions	26%	30%	24%	33%	26%	21%	33%	28%	22%	28%
Organization of free parenting courses for parents	34%	30%	37%	44%	35%	25%	24%	28%	29%	38%
Dissemination of information from professional psychologists and teachers in the media	40%	38%	42%	44%	42%	35%	10%	33%	31%	48%
Organization of free consultations with specialists (psychologists, teachers) for parents who have problems with their children	57%	48%	62%	62%	58%	52%	33%	61%	51%	61%
Other	10%	10%	9%	5%	8%	15%	14%	13%	11%	8%
Difficult to answer	7%	9%	6%	2%	8%	10%	5%	6%	10%	6%
Refusal to answer questions	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%

Every fourth (26%) of those surveyed believe that classes on responsible parenting in educational institutions will be useful. This option is most popular among young people (33% among 18-29 year olds).

Almost 10% (95 respondents) chose the option "Other" (see Appendix B_5), which may indicate the need for other approaches not specified here, among which the following can be distinguished:

❖ Parents' personal example – many respondents believe that parents' personal example is a key factor in educating children.

❖ Religious and moral education – the importance of religious education and moral values is noted by several respondents.

❖ The importance of sports and a healthy lifestyle – emphasis on sports activity and a healthy lifestyle as part of education.

❖ Communication and understanding – the importance of open dialogue and understanding between parents and children.

❖ Financial support and material well-being – some respondents indicated the need for material support as a means of improving education.

❖ Psychological support – consultations with psychologists and psychological stability of battles are also recognized by respondents as important.

❖ The general atmosphere in the family – peace and well-being, as well as the creation of a comfortable environment in the family and at school, according to the respondents, are also important.

❖ Education and cultural events – participation in circles and sections, as well as the role of education and cultural events in the process of educating children, were noted.

These data indicate that educating a child in a family is a multifaceted process that includes not only the direct influence of parents, but also a wide range of social, cultural, psychological and material factors. The answers also emphasize the importance of a conscious and responsible approach to education, where every aspect of family life contributes to the development of the child.

RESUME

1. The majority of respondents share traditional views on the mother's role in educating children (96%), while recognizing the importance of the father's role (90%), which reflects modern trends in the distribution of family roles. The vast majority (87%) consider it necessary for parents to educate their children together. The role of grandparents (10%) is also noted, emphasizing the importance of family support and cultural traditions. However, the low percentage of references to the role of educational workers and professional nannies (4-8%) indicates a lack of awareness of the importance of non-family factors in education, which indicates the need to expand the understanding of the educational process outside the family.

2. Respondents mostly support the idea of educating children with the ability to think critically and express their own opinion, even if it differs from the opinions of their parents, which reflects the population's inclination to a more democratic education.

3. Respondents of all age categories noted responsibility as the dominant value in educating children. In general, modernist values prevail, such as the ability to defend one's own interests, solve problems independently, the desire for success, initiative and readiness for change. Traditional values, such as respect for other people, hard work, patriotism, also have a fairly significant percentage among the answers. Religiosity, selflessness and obedience to elders are not considered key qualities. The younger generation of respondents (aged 18-29) is less inclined to educate children in such values as patriotism, selflessness, religiosity, obedience to elders, but is more focused on values related to readiness for change and independence. These findings point to trends in changing values across generations, in particular, a shift in education towards supporting more individualistic and independent qualities in children. There is also a tendency to change educational practices between generations from more strict to less strict.

4. Modern parents tend more than their parents to use active forms of encouragement, such as fulfilling promises and providing interesting leisure time for children, which may reflect a change in attitude towards the importance of leisure time and the development of various interests in children. The proportion of respondents using material incentives such as money and gifts also increased, reflecting a possible increase in material well-being or a change in values. The significant increase in the use of praise as a method of encouragement indicates a shift in parenting toward nonviolent approaches where emotional support and positive reinforcement play a key role. At the same time, some methods of encouragement, such as exemption from household responsibilities and abolition of punishments, have not undergone significant changes and remain less popular. In general, modern parents are more involved and flexible in choosing ways to encourage positive behavior in their children, using a combination of verbal and material reinforcement.

5. Educational conversations are the most common method of punishment, used by the majority of respondents (52%) and popular in all categories. Emotional influence (cussing, shouting), which according to the legislation can be a manifestation of a psychological form of domestic violence, was on the second step in terms of the frequency of application of various methods of education (27%). Restrictions (deprivation of pleasures, entertainment) are less common, but are used quite often (17%). Despite the general decline, some methods of physical punishment (slapping, spanking, whipping) are still used, especially among persons in de facto (civil) marriages. When analyzing the practices of applying various forms of punishment to children, it is important to remember that we are talking about declarations within the framework of the survey. In recent years, the application of corporal punishment to children has been considered, in particular in the Ukrainian information field, as socially unacceptable behavior; which gives reason to assume that not all respondents risked confessing to the use of physical violence. Thus, taking into account the declarative nature of the answers, the scope of the application of physical punishment to children (from 8 to 11%) is most likely even wider in reality. At the same time, there is a decrease in the use of physical methods of punishment from generation to generation. This may reflect a growing awareness of the negative consequences of such methods and a reorientation towards non-violent methods of discipline.

However, "zero" tolerance for any manifestations of violence has not yet been formed. The choice of methods of punishment by the respondents does not show differences depending on the emotional state of the parents. This may indicate that the choice of such methods of punishment is deliberate and mostly does not depend on the emotional state of the parents.

6. The severity of the punishment depends on the nature of the child's misdemeanor. Misdemeanors that cause harm to a child's health or are in the realm of offenses for which administrative and/or criminal liability is provided (for example, drug use, theft) are considered by the majority of respondents (56%) to be serious enough to justify the application of harsh punishment, including physical impact. As for less serious offenses such as smoking, hooliganism, dangerous behavior, drinking, opinions differ, but a significant number of respondents (from 27% to 37%) also favor harsh punishment. For poor performance at school, the vast majority of respondents suggest not punishing at all or using mild punishments, such as restrictions or bans. It is worth noting that the share of people who indicated that they directly use physical punishment during the education of children (at least 8%) is much smaller than those who allow the possibility of their use depending on the child's behavior (56%). In general, we can talk about the lack of "zero" tolerance for physical methods of punishing children in more than half of the respondents.

7. The level of awareness of the legislation of Ukraine on the prohibition of physical and other degrading punishments of children among the population is different. A third of the respondents indicated that they are quite well informed, almost half of the population is only superficially aware, not possessing detailed knowledge of the law. In addition, more than 20% of respondents are hearing about this legislation for the first time. The level of awareness depends on socio-demographic characteristics. Thus, the least informed groups are women, persons aged 50+ and persons with incomplete secondary education. Such data indicate the need for information campaigns (with a focus on the least informed groups) aimed at increasing the level of public awareness of the importance of protecting children's rights and the consequences of physical and other degrading punishments, both for the child and those who apply them .

8. The results of the survey indicate a widespread belief that the behavior and actions of parents play an important role in educating children, as well as the positive reinforcement of children's behavior through encouragement. The majority of respondents also admit that maltreatment can cause aggressive behavior in children. At the same time, there are different opinions regarding the role of parental authority and the expediency of the intervention of external institutions, such as the police, in the education of children. Thus, 42% of respondents believe that "parents know better what is best for the child", with a higher share among those who have children and those in the 50+ age group. At the same time, the majority of respondents (53%) do not support the opinion that "a child should turn to the police for protection in case of corporal punishment by his parents." These data may indicate significant closedness of families, reluctance of external intervention by official structures, orientation to the experience of parents. Despite the fact that the majority of respondents (90%) do not agree with the statement about the impossibility of effective education of children without physical punishment, 6% of respondents agree with this statement. At the same time, among parents with three or more children, there is a higher percentage (15%) of those who support this statement, which may be due to a greater number of challenges during educating children, in particular, the need to solve problems not only in the relationship between parents and children, but also in relationships between children.

9. More than half of respondents support educational initiatives for parents who abuse children to improve parenting skills. A third of respondents believe that parents should be fined, with a higher share among female respondents, younger respondents and people with an incomplete secondary education. Two-thirds of respondents believe that parents should be required to take parenting courses, with more support among women, young people and people with a full secondary education. Only 6% of respondents are against any punishment of parents, with a higher share among men. A content analysis of additional responses revealed a wide range of opinions, including termination of parental rights, imprisonment, physical retribution, fines, psychological treatment, educational

interventions, and community service. Open-ended responses reflect a mix of punitive and rehabilitative approaches, indicating differing understandings of effective ways to address child abuse. It is advisable to introduce educational initiatives and psychological support to strengthen the potential of parents in educating children, in particular, the use of non-violent methods of discipline.

10. 51% of respondents consider their knowledge of methods of educating children insufficient, while 43% consider it sufficient. There is a dependence of self-assessment of knowledge on age groups, education and gender: young people and persons with higher and complete secondary education mostly tend to assess their knowledge as insufficient, while among people over 50 and respondents with incomplete secondary education, a higher percentage of those who consider his knowledge sufficient. Life experience remains the main source of information on methods of educating children, while the use of modern sources (specialized literature, videos, etc.) is also widespread. The relatively low percentage of consultation with specialists may indicate a lack of awareness of such opportunities or the lack of widespread use of such practices. It is noteworthy that the younger generation prefers the advice of friends and acquaintances to consultations with specialists. Courses for parents are attended by the smallest number of respondents, which may be due to their predominant implementation on a paid basis and insufficient distribution. The financial situation of the family partially affects the access to various sources of information about educating children: with greater material prosperity, the use of various sources increases, in particular, such as professional consultations and courses for parents. Among the respondents' open answers, there are those related to consultations with a priest or the use of Christian values, which emphasizes the influence of religious norms on the choice of approaches to educating children.

11. When asked what can improve the education of a child in the family, more than half of the respondents (57%) indicated the feasibility of organizing free consultations with psychologists and teachers. This opinion is especially popular among women and younger respondents. 40% of respondents, especially among people with higher education, believe that it will be useful to spread information about education from professional psychologists and teachers through the media. A third of respondents, with the greatest support among young people, support the idea of organizing free courses on educating children. Every fourth respondent, with a higher share among young people (33%), believes that classes on responsible parenting in educational institutions will be useful. Respondents also indicated the importance of other approaches, in particular, the personal example of parents; religious and moral education; the role of sports and a healthy lifestyle in education; the need for an open dialogue between parents and children; the importance of material wealth for education; psychological support and peace and well-being in the family. The respondents' answers indicate that educating a child is a complex task that includes a wide range of factors, from the personal qualities of parents to social and cultural conditions.

12. Identified gender asymmetry:

➢ in the hierarchy of qualities that, according to the respondents, should be brought up in children: women much more often name such qualities as the ability to defend their interests, solve their problems independently, patriotism, respect for others, hard work;

➢ in educational practices, in particular:

✓ women more often than men said that their education was strict, although more men than women said that they were punished with a belt;

✓ men more often suggest using imprisonment, "prison" for child abuse to parents, women - psychological support and counseling;

✓ men give money as an incentive to children more often than women.

In general, the study demonstrates the gender asymmetry of the channels of encouragement / punishment: boys are more often included in the father's channel, and girls - in the mother's channel.

At the same time, these channels are dominated by different resources of encouragement/punishment: in the father's - money/physical force, in the mother's - verbal (caress / shouting).

13. The study demonstrates the connection between the educational level of the family and the parenting style:

✓ respondents with incomplete secondary education more often answered that they were brought up strictly, compared to others, taking into account that it is possible to assume the presence of a negative influence of strict educational methods on the child's motivation to study;

✓ respondents with incomplete secondary education were much more often forbidden to meet with friends, and were much more often punished with a belt. And, on the contrary, with respondents with a higher education educational conversations were held much more often (instructed, convinced, taught), perhaps that is why the respondents with a higher education themselves prefer non-violent forms, such as conversations and mentoring;

✓ among persons with incomplete secondary education, a higher percentage of those who believe that children cannot be denied to their parents;

✓ the higher the level of education, the more often respondents spoke in favor of not punishing children for poor academic performance;

✓ respondents with higher education turn to specialists for advice much more often;

✓ among respondents with a higher education, more people deny the possibility of a child turning to the police for help in case of corporal punishment by their parents, which may be due to better familiarity with the legislation and awareness of the consequences of the police response to cases of domestic violence against children, including bringing to legal liability.

The study provides grounds for the conclusion that persistent stereotypes and attitudes that allow and justify violent forms of educating children are not widespread enough among the residents of Odesa today, but not everyone shares the values of nonviolent influence on children during education. Despite the decrease from generation to generation in the level of corporal and other punishments degrading the dignity of children, "zero" tolerance for violent methods of punishing children has not been formed in more than half of the residents of Odesa.

APPENDIX A: Main Characteristics of the Sample Population

Table A_1. Distribution of the total number of respondents with VKVR* persons by gender and age (18+), 10 groups – October 2023.

Gender	Age, years	Respondents and persons вквр (N= 2707; 18+), %	Fraction, %
men	18-29	275	10,2
	30-39	220	8,1
	40-49	261	9,6
	50-59	146	5,4
	60+	165	6,1
women	18-29	316	11,7
	30-39	355	13,1
	40-49	330	12,2
	50-59	268	9,9
	60+	371	13,7
Together		*2707*	100,0

*Persons selected according to the criteria for the selection of respondents in the probability sample, who refused to participate in the survey.

Table A_2. Distribution of respondents (18+) by gender and age, 10 groups – October 2023.

Gender	Age, years	Respondents (N=1000;18+)	Share (before re-weighting), %	Share (after predominance), %	Δ, %
men	18-29	128	12,8	10,2	2,6
	30-39	84	8,4	8,1	0,3
	40-49	69	6,9	9,6	**2,7***
	50-59	41	4,1	5,4	1,3
	60+	52	5,2	6,1	0,9
women	18-29	142	14,2	11,7	2,5
	30-39	141	14,1	13,1	1,0
	40-49	104	10,4	12,2	1,8
	50-59	97	9,7	9,9	0,2
	60+	142	14,2	13,7	0,5
Average value					*1,4*

*The difference (Δ) between the sample indicators in this table before and after the preponderance of the sample is significant (although not significant) only in this case with a confidence probability of P≥0.95 and, accordingly, at the significance level α≤0.05 (1, 96 ≤ Z ≤ +1.96). In all other cases, it is insignificant with the same confidence probability.

Table A_3. Distribution of respondents (18+) by district - October 2023.

Area	Respondents (N=1000; 18+)	Share (before re-weighting), %	Share (after predominance), %	Δ, %
Kyivskyi	240	24,0	23,8	0,2
Khadzhibeyskyi	245	24,5	25,0	0,5
Primorsky	250	25,0	25,0	0,0
Peresypsky	265	26,5	26,2	0,3
Average value				*0,3*

*The difference (Δ) between the sample rates before and after the weighting of the sample is not significant in this table with a confidence probability of P≥0.95 and, accordingly, at a significance level of α≤0.05.

APPENDIX B: Calculation of Survey Performance Factors by AAPOR Dispositional Codes for Personal Street Interviews[1]

Table B_1. Distribution of interview respondents by status

Interview status	The number of questions received:		Frequency, interview	Fraction, %	Together, an interview
	Refusals*	Answers			
Finnished	0	40	526	52,6	947
	1	39	200	20,0	
	2	38	89	8,9	
	3	37	47	4,7	
	4	36	28	2,8	
	5	35	30	3,0	
	6	34	18	1,8	
	7	33	9	0,9	
Not finnished	8	32	7	0,7	53
	9	31	7	0,7	
	10	30	11	1,1	
	11	29	6	0,6	
	12	28	10	1,0	
	13	27	4	0,4	
	14	26	3	0,3	
	15	25	3	0,3	
	16	24	2	0,2	
In general			*1000*	*100*	*1000*

* Including "difficult to answer" and refusal to answer certain questions.

According to one of the most frequently used AAPOR standards for determining the status of an interview, completed (code 1.1) includes interviews with more than 80% responses, and incomplete (code 1.2) includes those with responses from 50% to 80% of questionnaire questions (see The American Association for Public Opinion Research. 2016. Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys. 9 th edition. AAPOR. p. 23-27, 75. URL: https:/ /www-archive.aapor.org/AAPOR_Main/media/publications/Standard-Definitions20169theditionfinal.pdf (accessed 09/19/2021).

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[1] The authors of this analytical report, in an effort to comply with the AAPOR standard for minimal disclosure (see Code of Professional Ethics and Practice, Part III) and given that a significant part of our research is based on data from street surveys, have developed and use a system to calculate the coefficients of effectiveness of such surveys dispositional codes for mass personal interviews on the streets. This system is a modified and supplemented version of the AAPOR set of dispositional codes for a personal interview at the place of residence of respondents modified and supplemented according to the specifics of street surveys (The American Association for Public Opinion Research. 2016. Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys . 9 th edition. AAPOR. p. 23-27, 75. URL:https://www-archive.aapor.org/AAPOR_Main/media/publications/Standard-Definitions20169theditionfinal.pdf ((application date 09/19/2021).

Table B_2. Distribution of refusals by AAPOR disposition codes for face-to-face street interviews

Interview codes	Frequency, respondents	Fraction, %	Valid percentage
2.112[a]	1628	86	95
2.12[b]	1	0,05	0,06
2.13[c]	79	4	5
Failure codes *			
3.90[d]	140	7	
4.11[e]	37	2	
4.13[f]	8	0,4	
In general	***1893***	***100***	***100***

* Including "Difficult to answer" and refusal to answer certain questions.

[a] Interview of people selected in a probability sample, formed by interviewers using the method of systematic (with a step of "two-thirds") selection of respondents from adult residents of Odesa aged 18 and over, who refused to participate in the survey immediately after listening a short Introduction (Preamble) in the interview.

[b] Interrupted interviews in which less than 50% of questionnaire questions were answered.

[c] Interviews of persons selected by interviewers in a probability sample, formed according to the method of systematic (with a step of "two-thirds") selection of respondents from adult residents of Odesa, whom the same interviewers refused to participate in the survey, because they live in a different district of Odesa than indicated in their Tasks.

[d] There is no information on the compliance of persons who refused to participate in the survey with all the main selection criteria in the probability sample, formed by the method of systematic (with a step of "two-thirds") selection of respondents.

[e] Residents of other settlements.

[f] Odesa residents under the age of 18.

According to the strong repraiseation of the AAPOR Council / (The American Association for Public Opinion Research. 2016. Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys. 9 th edition. AAPOR. p. 7/ URL: https://www -archive.aapor.org/AAPOR_Main/media/publications/Standard-Definitions20169theditionfinal.pdf (accessed 09/19/2021), we disclose all 14 performance ratios of this survey (see Table B 3).

Table B_3. Survey performance rates by AAPOR dispositional codes for face-to-face street interviews[1]

Response Rate 1	0,333
Response Rate 2	0,351
Response Rate 3	0,333
Response Rate 4	0,351
Cooperation Rate 1	0,350
Cooperation Rate 2	0,369
Cooperation Rate 3	0,350
Cooperation Rate 4	0,369
Refusal Rate 1	0,600
Refusal Rate 2	0,600
Refusal Rate 3	0,631
Contact Rate 1	0,951
Contact Rate 2	0,952
Contact Rate 3	1,000

Survey effectiveness rates for the Erasmus project were calculated using a special program developed by AAPOR (AAPOR Outcome Rate Calculator. Version 4.1, March 2020/ URL:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi9-cee7r6DAxUrefEDHSqtBXgQFnoECAkQAQ&url=https%3A%2F%2Faapor.org%2Fwp-content%2Fuploads%2F2022%2F11%2FResponse-Rate-Calculator-4-1-Clean-1.xlsx&usg=AOvVaw390J8VEDEDxqpnm-2oH-A2&opi=89978449 (date of application 09/19/2021)

APPENDIX C: RESPONDENTS' ANSWERS TO THE OPEN OPTIONS OF GUESTIONNAIRE GUESTIONS[1]

APPENDIX C_1. (Q4). BEFORE YOU IS A LIST OF QUALITIES THAT CAN BE BROUGHT UP IN CHILDREN IN THE FAMILY. WHICH OF THEM ARE THE MOST IMPORTANT? _ OTHERS:

Respondents' answers	Gender:	Age
Learn to assess the situation correctly	man	24
Conscientiousness, honesty, justice	woman	43
Independence	man	18
Having values, not depending on them	man	24
Financial literacy	woman	51
Love and mutual understanding in the family	woman	84
The ability to defend oneself	woman	68
Love	man	20
Soulfulness	man	42
Own example	woman	36
Faith	woman	50
Love of life	woman	74
Love	woman	85
Love	man	31
Humanity	woman	45
Kindness	woman	40
The ability to build relationships	woman	40
Love	woman	59
Respect	woman	55
Honesty	man	37
Optimism, creativity	woman	77

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[1] Respondents answered in their familiar language, all answers were translated with content and style preserved.

Appendix C_2. (Q10). Why do you think parents use corporal punishment of children?_ Others:

Respondents' answers:	Gender:	Age
Sick	man	22
Stupid	woman	34
Unrealized	woman	43
These methods are really effective, thank you mother	woman	23
Do not think	woman	53
Ignorance	man	68
The hard method is more effective	woman	40
Do not love their children	man	24
A wound in their head	woman	48
There are children whom it is not a sin to beat	man	24
They missed something in the children	woman	39
On the periphery they are intellectually undeveloped, poor	man	18
Something is wrong in the family	woman	45
Injuries, drug addicts	woman	73
Weakness	woman	34
From hopelessness	woman	71
Lack of argumentation	woman	24
Influence of mass media	woman	62
From drunkenness	man	41
Nerves are not in order	woman	59
Without thinking	man	19
It's hard to hold back	woman	63
They are not restrained	man	18
No time to explain	woman	51
Do not want to waste time on conversations	man	34
There are children who must be beaten	woman	73
Embittered	woman	69
Aggression	man	47
Mentally ill	woman	22
They cannot express their opinion	woman	37
Inept parents	man	37
Weakness and illiteracy	woman	37
They have their own psychological problems	woman	70
They have psychological problems	woman	60
From own inability	woman	74
Head sick	woman	22
It's all about emotions	woman	35
Embittered	woman	62
Morons are underdeveloped	woman	31
By ignorance	woman	32
It happens in a moment of anger	woman	81
Breakdown of emotions	man	39
Out of fear for the child	woman	76
From aggressiveness	woman	76

No brains	woman	22
Parental pedagogical neglect	woman	26
A safe object to vent their anger on	woman	34
Stupid	woman	57
Psychological internal problems, self-affirmation at the expense of the child	woman	78
They are stupid	woman	18
They want to give them up	woman	44
Let go of their anger	man	72
Mental disorder	man	69
Inability to hold back	woman	30
Psychics	woman	21
From lack of experience	woman	22
Lived in such a country, there was no parenting training	woman	48
Lack of intelligence	woman	45
Because of dissatisfaction with life	woman	35
Anger from life	man	74
Ignorance	man	42
They themselves reached a dead end and accumulated negativity	man	19
There is a wolf in the head, there is no approach to the child	man	18
Did not learn what they teach themselves	woman	73
From ignorance	man	26
From nonsense	man	64
From a person's character	man	45
Mentally ill	woman	75
Psychos	man	20
Their self-doubt	woman	49
Jerks	woman	35
Did not find their place in life, complexes	man	44
Parents have an unhealthy psyche and nerves	woman	78
They cannot correctly convey their opinion to the child	woman	39
They are incapable as parents	man	34
They snap at children	man	49
Psychological immaturity	man	40
Lack of endurance	woman	82
Because brains are few	woman	36
This is the easiest method	man	28

Appendix C_3. (Q29). How do you think parents should be punished for child abuse? _ Others:

Respondents' answers	Gender:	Age
Prison	woman	52
Prison, deprivation of parental rights	woman	18
Deprivation of rights	man	62
Psychologist	woman	39
Deprive of parental rights	man	22
The work of a psychologist	woman	47
Psychologist	woman	53
Deprivation of rights	woman	27
Deprivation of parental rights	woman	37
Terminate parental rights	woman	31
Psychologist	woman	29
Deprivation of parental rights	man	54
Beat them up too so they feel like it	man	36
Psychologist	man	30
To psychologist	man	33
Judging by physical and psychological injuries, contact the organization for help	man	18
Deprive of parental rights	man	45
Judge	man	50
Criminal	man	62
Seclude	woman	39
They must understand the boundaries themselves	woman	43
Punish	woman	66
Punish also harshly	woman	70
The country has no business with them	man	60
Clarifying conversations, they themselves need help, to find themselves in life to help	man	30
Psychotherapy	woman	36
Severe punishment	man	31
Criminal liability	woman	50
Castrate	woman	37
In proportion to what has been done	woman	35
Take them to the doctor, to register	woman	43
Deprive of parental rights	woman	28
All options are ineffective	man	30
Administrative or	man	19
Criminal liability	woman	61
Apply measures in accordance with the law	woman	63
Encourage materially	man	30
Put in prison	woman	39
Beat	man	18
Deprivation of parental rights	woman	72

Imprison for 15 days	woman	74
To cause and educate	woman	63
You have to work with them	woman	25
Spank	woman	72
Educate them yourself	man	18
According to the situation	woman	51
Also beat	man	34
Pick up kids	woman	55
Understand the reasons	woman	86
Put on the record and check	woman	68
Pick up children	woman	29
Criminal liability	woman	67
Public works	man	70
To imprison	woman	63
Deprive of parental rights	woman	46
Punishment admin	woman	52
Punish them as they punish their children	woman	52
Deprivation of parental rights or will	woman	56
To a psychiatrist	woman	32
Seclude	woman	60
Drunkards to control	woman	82
Publicize their misdeeds	woman	26
Deprive of parental rights	woman	38
Terminate parental rights	man	19
Deprive of rights	man	24
Deprive of parental rights	man	41
To prison	woman	40
Just as they steal their children	woman	36
Such children should not be trusted	woman	75
Must be judged	woman	67
Open a criminal case and deprive parental rights	woman	22
Put in prison	woman	45
More rigorous methods	woman	60
Prison	woman	77
Educate parents	woman	40
They must be punished with correctional works	woman	28
To criminal liability	man	25
In proportion to their punishment	woman	31
Deprive of parental rights	woman	40
If it is not effective, then to deprive of parental rights	woman	37
Teach them how to properly educate children	man	26
Psychologist	woman	30
Remove children	woman	39
Psychologist	woman	30
They themselves need psychological help	man	39

Something must be done	woman	43
Also beat parents	woman	28
Corrective works	woman	85
Does not make sense	woman	33
Send to a psychologist	woman	59
Within the defined framework	man	63
Deprive of parental rights	woman	22
Communication with a social worker and then to court	woman	57
Select children	woman	41
Criminal punishment	woman	29
Seclude	man	28
Deny any possibility of having children	woman	22
Criminal liability	woman	52
Send to a psychologist	woman	77
It is possible to imprison for 15 days	woman	44
Criminal liability	man	34
Take a psychologist course	woman	47
Psychology courses	woman	59
Deprive of rights	woman	53
Deprive of parental rights	woman	40
Does not make sense	woman	47
Severely punish	man	39
Remove children	woman	24
So far work on yourself	man	28
Terminate parental rights	woman	30
Pick up children	man	42
Seclude	woman	48
Pick up children	woman	43
Imprison	man	48
Beat parents	woman	51
Deprive of parental rights	man	30
To prison	woman	19
Work with a psychologist	man	39
To kill	man	23
Deprivation of rights	woman	37
Deprive the child	woman	36
To dub them	woman	41
Put in jail	woman	32
Register and imprison	man	42
Criminal prosecution	woman	55
Deprive children	woman	18
Pick up children	woman	21
Take away the right to educate children	woman	28
Prison	woman	27
Beat back	woman	57

The state must follow	woman	66
Paste	woman	62
Work with a psychologist	man	23
Criminal liability	man	47
Criminal liability	man	45
Do both with the child and with the parents	woman	41
Fine in the future	woman	50
Send to specialists	woman	34
Prison	man	42
Double application to understand the essence and achieve trust	woman	39
Seclude	woman	43
Seclude	man	27
Pick up the kids	man	33
The religion of going to god	woman	37
Imprison	woman	34
Kill them	woman	30
Temporarily remove children	man	39
Put in prison for a year	woman	84
Deprive of parental rights	man	21
To prison	woman	69
Conversations	woman	30
Educational work, as well as	woman	57
Social service	man	46
Deprivation of parental rights	woman	27
According to the current legislation	woman	42
Social work	woman	34
Socially important works	man	39
Criminal liability	man	29
Imprison	man	45

Appendix C_4. (Q31). From what sources do you usually get information about educating children?_Other:

Respondents' answers:	Gender:	Age
From his wife	man	33
Own opinion	man	53
Logic and human attitude	woman	28
I am a psychologist	woman	49
Internet, social networks	woman	19
Intuition	man	27
From my own life experience	man	22
I visit church	man	25
From my own life experience	woman	52
Talk to the child constantly	man	75
Studied to be a teacher	woman	32
Seminars, webinars, trainings	woman	76
I don't get it now	man	62
Own thoughts	woman	26
I'm not interested yet	man	75
His life experience	woman	65
His life experience	woman	42
Was a kindergarten teacher	woman	44
Intuitively	woman	50
Intuitively	woman	35
There was nothing	woman	35
Priest's advice	man	87
Scripture	woman	59
Christian values	woman	62
School, assembly	woman	27
Higher education	woman	48
Mother advises	woman	52

Appendix C_5. (Q32). What will improve the education of children in families? _ Other:

Respondents' answers:	Gender:	Age
Examples of parents	woman	52
Both parents and children need to do sports, also if people are wealthy, they do not lose their children	woman	47
Circles	woman	55
A conversation with parents will be more effective	woman	45
Let parents earn	man	24
Whoever wants will find a way	man	74
Psychologist	man	59
Incentives for children at school, as was pioneered	woman	43
Parents don't have time for all this	woman	45
See what the child is inclined towards, and let him do it, teach it	woman	73
Psychological stability	man	25
When they want a child consciously	woman	35
Educate in school	man	19
Religious education, personal responsibility for the fate of the child, love for children	man	24
Peace and well-being in the family	woman	71
Own example	woman	24
Love	woman	34
Close contact with children, delve into the child's life, love	man	27
Interest children in something	woman	42
The general situation in the family, school and society	woman	62
Talk to children	man	41
Psychologist	woman	73
It is necessary to decide with children, to set them on the right path	woman	25
Solve problems themselves and seek solutions peacefully	woman	72
Desire to read	man	18
Let people live peacefully and they will sort themselves out, in a healthy society there are healthy children	woman	51
Love	woman	74
To provide parents financially and with work	man	49
Don't miss the first moment of education and make sure you don't get into bad company	woman	68
Everyday life, behavior of parents and children themselves, material wealth	woman	86
Material support	woman	28
Personal example	woman	67
Care, love, affection	man	26
The state's concern for these families, the harsh behavior of social services	woman	52
Must understand themselves	woman	56
Courses in psychology and listening to the child's opinion	woman	32
Life to become better for people	woman	73

Psychologist	woman	60
Teach ethics in school	man	27
Respect in the family	man	39
Parents must be educated first	woman	40
Love, kindness, kindness	woman	36
Own example	woman	40
Circles are free for children, as before	man	52
Psychologist	woman	30
Ask loved ones	woman	43
Love for a child	man	34
The right approach of parents	man	48
Love	woman	50
All together	woman	34
Nothing will help	woman	42
Had a normal family	woman	22
Engage the child in free activities	man	22
The course is mandatory	woman	84
Leisure, create more sections for children	man	72
Keep the children busy so that they are "at work"	woman	40
Quality leisure time together with parents	man	49
Religion	man	31
Self-education	woman	21
State care for children, free circles	man	61
Personal example	woman	30
Oblige to take such courses	woman	49
Coming of peace	woman	21
Example and conversation	woman	21
To love children, the main desire of parents to learn new things	woman	52
Communication with children	man	59
As much as possible not to prevent children from living, but only correction	man	42
Search for the child himself, to understand what he is inclined towards	woman	73
Reading books	man	48
Return sections for children free of charge, as in Soviet times	woman	40
Only brothers from the family	man	61
State aid, control and money	man	37
Nothing	woman	24
Financial well-being	man	45
Mutual understanding in the family	woman	75
Relations between parents and children	man	37
Understanding of the child	woman	50
Personal lessons with a psychologist	woman	35
Read the Bible, study the Bible	woman	40
Churches, faith in God	man	87
Lead families to God, just like that	woman	59

Nothing will pass, let's earn	woman	35
Traditions in families	man	44
Create normal living conditions for parents	woman	70
Love, care and example of parents	woman	78
Find the right approach	woman	63
Conversation, respect, show by example	woman	55
So that there is order and mutual understanding in the family	woman	82
Silence during sleep	man	20
General guarantee condition of the family	man	46
Financial support	woman	36
Education in religion	man	28
Discussion of problems	man	32
Good standard of living in the country	woman	24
Individually for each child	woman	47

APPENDIX D. Survey Guestionnaire

ERASMUS+ project

District   Survey area   Number of respondents

The code of the interviewer is control

A SURVEY OF ADULT RESIDENTS OF ODESA ABOUT METHODS OF EDUCATING CHILDREN IS BEING CONDUCTED. PARTICIPATION IN IT WILL GIVE YOU THE OPPORTUNITY TO EXPRESS YOUR POINT OF VIEW ON THIS ISSUE. IT WILL TAKE YOU A LITTLE TIME.

● gives consent to the survey → **A1**

● refuses to participate in the survey → **D1.** *You record the gender* of the person refusing the survey without asking: 1. Male 2. Female → **D2.** *How old are you?* _____ if the age is given - record it, if not → **code 99** → end of the interview

● says that he/she is a resident of ANOTHER SETTLEMENT →**code 4.11**→ **D1.** You record the gender of the person refusing the survey without asking: 1. Male 2. Female → **D2. How old are you?** _____ *if the age is given - record it, if not* → **code 99** → end of the interview.

A1. Tell me, please, how many years have you lived in Odesa? _____ years old
97) (DO NOT READ!) Difficult to answer

A2. Which DISTRICT of the city do you live in?
1) Kyivskyi
2) Khadzhibeyskyi (Malinovskyi)
3) Primorsky,
4) Peresypsky (Suvorovsky)
● If the respondent names THAT DISTRICT you have in Task → **D1.**
● If the respondent names the WRONG DISTRICT that is in your Task, record code 2.13 → end of interview

D1. Gender of the respondent *(the corresponding code is indicated without asking):*
1) Male   2) Female

D2. How old are you already? _____ years old
If less than 18 years → code **4.13** → end of interview

D3. Your education: (ONE ANSWER)
1) Incomplete high school *(completed grades 7-9 of a comprehensive school, gymnasium)*
2) Complete high school *(completed grades 10-11 of a comprehensive school, gymnasium)*
3) Secondary special *(graduated from technical school, school, college...)*
4) Higher education *(graduated from an institute, university, academy)* / Incomplete higher education

D4. Your marital status: (ONE ANSWER)
1) Not married
2) I am in a registered marriage

3) I am in a de facto (civil), unregistered marriage

4) Divorced officially

5) Separated, although not officially divorced

6) Widower (widow)

7) Other (WRITE DOWN)_____

97) (DO NOT READ!) Difficult to answer

99) (DO NOT READ) There is no answer to the question

D5. Do you have children? If so, how many? ONE ANSWER

1. There are (WRITE THE NUMBER OF CHILDREN) _____ children

2. No - register 0 (zero) children

D6. What is your family's financial situation?

1) There is not enough even for the most necessary food products

2) There is usually enough money for food, but buying clothes or shoes creates serious difficulties for us

3) There is enough money for current expenses. But for the purchase of expensive durable goods (refrigerator, TV, etc.), our savings are not enough

4) Buying durable goods does not cause any difficulties for us. However, the purchase of a new car, an apartment, an expensive tourist trip is not yet available to us

5) Nowadays, we can buy almost everything

97) (DO NOT READ) Difficult to answer

Q1. What feelings do you most often feel when thinking about your current life? (SEVERAL ANSWERS ARE POSSIBLE)

1) Indifference

2) Hopelessness, depression

3) Inspiration, surge of strength

4) Anger, indignation

5) Pride

6) Interest

7) Hope

8) Offense

9) Sadness

10) Joy

11) Confusion

12) Fear

13) Anxiety, worry,

14) Satisfaction

15) Others (write down) _____

16) I don't have any feelings about this

97) (DO NOT READ) Difficult to answer

99) (DO NOT READ) Refusal to answer questions

> **Let's now talk about educating children**
> **Most of the questionnaire questions apply to all people, both those who have and those who do not have children.**

Q2. Who should primarily educate children according to your opinion? *(SEVERAL ANSWERS CAN BE CHOSEN)*

    1) Grandparents

    2) Father

    3) Teachers of professional educational institutions

4) School teachers
5) Mother
6) Professional nannies, preschool teachers
7) Others (who exactly - WRITE DOWN) _____

97) (DO NOT READ) Difficult to answer
99) (DO NOT READ) Refusal to answer questions

Q3. In your opinion, in principle, it is possible or not to allow children to argue with their parents, to contradict them, expressing their own opinion?
1) It is possible 2) It is not possible 97) (DO NOT READ) It is difficult to answer

Q4. Here is a list of qualities that can be brought up in children in the family. Which of them are the most important? ((SEVERAL ANSWERS CAN BE CHOSEN)

1) Selflessness
2) Responsibility
3) Ability to defend one's interests
4) The ability to independently solve one's problems
5) Readiness for changes, initiative
6) Independence in thoughts and behavior
7) Patriotism
8) Respectful attitude towards other people
9) Striving for success
10) Industriousness
11) Religiosity
12) Obedience to elders
13) Others (WRITE DOWN)_____

97) (DO NOT READ) Difficult to answer
99) (DO NOT READ) Refusal to answer questions

Q5. In your opinion, were you personally brought up strictly or not strictly?
1) Rather strict   2) Rather not strict   97) (DO NOT READ) Difficult to answer

Q6. How did your parents (or those who educated you) encourage your success and good behavior as a child? *(SEVERAL ANSWERS CAN BE CHOSEN)*
1) They fulfilled promises
2) They gave money for pocket expenses
3) They provided interesting leisure time
4) They released from performing household duties or household work
5) They made gifts, shopping
6) They told acquaintances about my successes
7) Punishment was abolished
8) They praised
9) None of the above
10) In another way (WRITE DOWN) _____

97) (DO NOT READ) Difficult to answer
99) (DO NOT READ) Refusal to answer questions

Q7. Tell me, please, what form was used to punish you as a child? *(SEVERAL ANSWERS CAN BE CHOSEN)*
1) They slapped, slapped the back of the head, slapped the buttocks
2) It was forbidden to meet with friends and girlfriends

3) They prohibited, deprived of pleasures and entertainment, gadgets

4) Punishment with a belt

5) They scolded, shamed, shouted

6) They didn't talk to me

7) They conducted educational conversations (instructed, convinced, taught)

8) They deprived of money for pocket expenses

9) They made me stand in a corner

10) None of the above

11) Other (WRITE DOWN)

97) (DO NOT READ) Difficult to answer

99) (DO NOT READ) Refusal to answer questions

Q8. And how do you usually encourage your children for success and good behavior?
(SEVERAL ANSWERS CAN BE CHOSEN)

1) I fulfill my promises

2) I give money

3) I provide interesting leisure time

4) I exempt myself from performing household duties or household chores

5) I make gifts, purchases

6) I tell my friends about their success, I write about it in social networks

7) I cancel the punishment

8) I praise

9) None of the above

10) In another way (WRITE DOWN)

97) (DO NOT READ) Difficult to answer

99) (DO NOT READ) Refusal to answer questions

Q9. Do you punish your children? If so, in what form do you usually punish children? *(SEVERAL ANSWERS CAN BE CHOSEN)*

1) I slap, slap the back of the head, slap the buttocks

2) I forbid meeting with friends and girlfriends

3) I forbid, deprived of pleasures and entertainment, gadgets

4) I punish with a belt

5) I scold, shame, shout

6) I don't talk to him (her)

7) I conduct educational conversations (advise, convince, teach)

8) Depriving money for pocket expenses

9) I make him (her) stand in a corner

10) None of the above

11) Other (WRITE DOWN)

12) I do not punish

97) (DO NOT READ) Difficult to answer

99) (DO NOT READ) Refusal to answer questions

Q10. Why do you think parents use corporal punishment of children?

1) They do not know other methods of maintaining the discipline of children

2) From fatigue and weakness

3) Because they were brought up by such methods

3) Consider these methods effective

4) Other (WRITE down)_____

97) (DO NOT READ) Difficult to answer

99) (DO NOT READ) Refusal to answer questions

I will now list some "misdemeanors" of children, which usually cause the disapproval of adults. For each misdemeanor, please state whether it should result in: (1) a "harsh" punishment (up to physical punishment), (2) a relatively "soft" punishment (reprimand, deprivation of a walk or use of gadgets) or can he (3) be left without punishment at all? 97 (DO NOT READ) Difficult to answer

Please tell me whether you agree or disagree with these judgments?
1 – agree, 2 – disagree 97 (DO NOT READ) Difficult to answer

Q11	Poor performance in school	1	2	3	97
Q12	Violation of discipline and absenteeism at school	1	2	3	97
Q13	Rudeness towards parents or other senior family members	1	2	3	97
Q14	Smoking	1	2	3	97
Q15	Consumption of alcoholic beverages	1	2	3	97
Q16	Drug use	1	2	3	97
Q17	Hooliganism in a public place, fight	1	2	3	97
Q18	Theft	1	2	3	97
Q19	Unsafe behavior (e.g. on railways, construction sites, subways, rooftops, etc.)	1	2	3	97
Q20	Deception of teachers, senior family members	1	2	3	97
Q21	Disobedience, failure to meet the demands of parents and other family members in everyday life	1	2	3	97

Please tell me whether you agree or disagree with these judgments?
1 – agree, 2 – disagree 97 (DO NOT READ) Difficult to answer

Q22	A child is educated not by words, but by actions	1	2	97
Q23	If children behave well, parents should encourage them	1	2	97
Q24	Children to whom harsh punishment methods are applied, more often show aggression towards those weaker than themselves	1	2	97
Q25	Parents know better what is best for the child	1	2	97
Q26	Educating children in a family can NOT be effective without physical punishment	1	2	97
Q27	If parents apply corporal punishment to a child, the child should seek protection from the police.	1	2	97

Q28. Do you know that in Ukraine there is legislation that prohibits physical punishment of children, as well as punishments that degrade the dignity of a child?
1) I am hearing about this for the first time
2) It is known, but I myself am not familiar with it in detail
3) I know him quite well
97) (DO NOT READ) Difficult to answer
99) (DO NOT READ) Refusal to answer questions

Q29. How do you think parents should be punished for child abuse? *(SEVERAL ANSWERS CAN BE CHOSEN)*
1) Fine them

2) Oblige to take courses on educating children

3) I am against punishments, parents have the right to choose methods of educating children at their own discretion

4) Other (INTERVIEWER - WRITE WHAT EXACTLY: _____

97) (DO NOT READ) Difficult to answer

Q30. Do you think your knowledge about educating children is sufficient?
1) Yes   2) No   97 (DO NOT READ) is difficult to answer

Q31. From what sources do you usually get information about educating children?
(SEVERAL ANSWERS CAN BE CHOSEN)
1) I read special literature on pedagogy and psychology
2) I listen to programs, watch videos
3) From life experience (as I was educated, so I educate)
4) I consult with specialists (teachers, psychologists)
5) I consult with friends, acquaintances who have children
6) I attend courses for parents
7) From others (WRITE DOWN): _____
97) (DO NOT READ) Difficult to answer
99) (DO NOT READ) Refusal to answer questions

Q32. What will improve the education of children in families?
(SEVERAL ANSWERS CAN BE CHOSEN)
1) Classes on responsible parenthood in educational institutions
2) Organization of free parenting courses for parents
3) Dissemination of information from professional psychologists and teachers in the media
4) Organization of free consultations with specialists (psychologists, teachers) for parents who have problems with their children
5) Other (INTERVIEWER – WRITE WHAT IT IS): _____
97) (DO NOT READ) Difficult to answer
99) (DO NOT READ) Refusal to answer questions

THANK YOU FOR PARTICIPATING IN THE SURVEY!