

## DISCIPLINE STRATEGIES: PARENT'S EXPERIENCES FOR EARLY CHILDHOOD DEVELOPMENT IN NORTH EASTERN, THAILAND

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### ABSTRACT

Parent's positive discipline strategies are very important to promote child development. However, the use of corporal punishment, psychological, physical, and sexual violence to child in the Southern Thailand is quite high. This study aimed to explore phenomenon of interest in the contextual relationship between parents' discipline strategies and early childhood development and behaviors. This study employed a qualitative hermeneutic phenomenological approach. Sampling method using a purposive sampling strategy, potential participants who met the initial criteria were the primary caregivers, closely live with the children, and regarded to have had adequate experience with child rearing. The principle of data saturation was used to recruit 8 study informants. Thematic statements were identified from narrative data. Pattern of themes were interpreted by using a qualitative hermeneutic phenomenological approach. Trustworthiness of data was established following Lincoln and Guba's criteria. This study found 4 themes included: 1) Parents' positive discipline strategies, 2) Ineffective methods in disciplined the child, 3) Low self-discipline children lacked of self-control and poor emotional regulation, and 4) Disciplined children were full of self-regulation. Strengthen self-control and self-regulation should be done for training children to become disciplined. Parents should be trained positive discipline techniques for improving children's behaviors.

Keywords: *Disciplined child; parents' experiences; phenomenology; positive discipline*



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### INTRODUCTION

Thailand is the ageing society of 66.4 million people of which 17.21% are children aged 0 – 14 years (Chandanachulaka, 2020). Discipline was very important to child development in Thai culture and value for long time. Since the year 1961 to 2014, discipline was the word used in the slogan of the Thai Prime minister in the children day 14 times for developing Thai children as good citizen (Chitlaoarporn, 2022). In contrast, child behavioral problems without proper control and rules, had been documented in many situations. Thailand annual report of child and youth development 2018 found that 13 – 17 years old youth were cured game addiction the third rank after Attention Deficit Hyperactivity Disorder (ADHD), the rate had increased six times compared to 2016. The Juvenile Observation and Protection Centers throughout the country reported 17,705 children and youth who in the criminal case system in the year 2018. Narcotics used, theft, aggravated assault were the most related problems (Komonmarn, 2020).

Some researchers found that juvenile offenders had been grown up in violence environment without understanding families. Mostly, they engage in abuse, drug and alcohol used, drop out of school (Wongin & Paileeklee, 2018). The study in Thai secondary school students was reported that alcohol, tobacco and drug use, and fighting, are clustered in school (Assanangkornchai et al., 2018). Unapproved behaviors of student discipline associated with their temperament, unreasonably attraction to friends, and inattention to study (Decharit & Chayanuvat, 2018). Furthermore, a study among undergraduate students found that effect of social media and the discipline climate had negative effects on their self-discipline (Damrongpanit, 2019). As we knew the reinforce positive discipline based on family participation was significantly effective in child development (Inson et al., 2021). Although parent's positive discipline strategies were very important to promote child development in Thailand, but the use of corporal punishment in Thai homes were reported high prevalence at 85.5% (Watakakosol et al.,

2019). For high school students in southern part of Thailand, the prevalence of psychological, physical, and sexual violence were 84.0%, 66.9%, and 30.6%, respectively (Boonrusmee et al., 2018). In addition, *Love cow to tie, Love child to hit* (equivalent to English as "Spare the rod, and spoil the child") was the proverb accepted to preserve their corporal punishment in Thai culture. A study from eight countries included China, Colombia, Italy, Jordan, Kenya, Philippines, and Thailand found that corporal punishment leading to child anxiety and aggression (Lansford et al., 2014). Another study found that general parenting style in Thai families were authoritarian (Varma et al., 2018) described as "controlling" (Benito-Gomez, 2022). Some researcher found that authoritarian and neglectful parenting were related to lower self-esteem in the offspring (Pinquart & Gerke, 2019), while authoritative style parents used high parental demand with emotional responsiveness and recognition of child autonomy (Febiyanti & Rachmawati, 2021).

During Thai early childhood, parents try their best to push their children to be successful in academic achievement. They hasten their children in literacy skills, foreign language, and screen technology, however Thai parents ignored the positive disciplines training skill. As result, the children loss of self-control, communication skill, and poor development (Yotanyamaneewong & Tapanya, 2019). The more social media screen time, the less prosocial behaviors in children (Limtrakul et al., 2018). Researchers found that 63.4 % of toddler's caregivers in Bangkok allow their children used a smartphone or tablet as babysitter to make their child calm. Their toddler spent their time used smartphone or tablet 49.23 minutes per day. The highest amount of screen time occurred in the toddlers who sleep with their grandparents (Tancharoenwong et al., 2018).

Maharakham, the province in Northeastern part of Thailand, had been rapidly changes from rural to urban because of powerful growing universities in this area (Jaturong et al., 2018). Children were sent to child care center early when they were toddlers and some parents leave their children with grandparents because their workplaces in other provinces. There was a study in 5 skipped-generation families in Maharakham province reported that grandparents raised grandchildren with both authoritative parenting style and authoritarian parenting style (Watyotha & Samahito, 2019).

Nevertheless, no research has been done on parents live experience in discipline strategies to promote child development especially when COVID-19 began pandemic in Thailand. Therefore, this research was conducted to explore how parents discipline their children. Then it will help pediatric nurses gain a better understanding of parents' attempt behaviors in promoting their children development during unusual situation.

## METHOD

### Study design

This study employed a qualitative hermeneutic phenomenological approach (Polit & Beck, 2021). This was a qualitative research method aimed to interpret the meaning of parents' lived experience describing phenomenon of interest in the contextual relationship between parents' discipline and children's development and behaviors.

### Informants

By using a purposive sampling strategy, (Moser & Korstjens, 2018) potential participants who met the initial criteria were

the primary caregivers usually be mother, father, grandfather, grandmother who closely live with the children. They living together in the same household. They were regarded to have had adequate experience with childrearing. They participated in the part of study by permission and willingness to be contacted by the research team. The data saturation was gained at the 8th informants.

### Instrument

Researchers utilized the semi-structured interview guide (McIntosh & Morse, 2015) that allow participants to freely express their experiences.

### Data collection

Researchers relied primarily on face to face in-depth interviews with parents. Data were collected with an audiotape recorder at child care center or at home when parents permitted the researchers to visit in Maharakham province. An interview schedule was developed in the Isaan and Thai dialect. The following question were asked: Tell me your experiences in child care discipline and child development. What problems usually occurred in your live experience on child discipline? Tell me about your perception of that problems. How can you manage both yourself and your child in that situations? Additional questions were asked in response to participant's expression or reaction during the interview, in addition to the essential questions. To comprehend the meaning of participants experiences in the context of interview, the researchers used key interview question for example: "Tell me more about that., What was that like?" (Creswell & Creswell, 2018). Interview sessions were face to face discussion lasted from 45 minutes to 1 hour for each participant. Data collection started in July 2020. Researchers transcribed all interviews recorded in Thai. English translation were done in the last phase of data analysis after all quotes giving explanation of theme.

### Data analysis

Researchers transcribed the conversation interviews from an audio recording and verify the accuracy of all transcriptions. Thematic statements were identified from narrative data. Text sentence were studied to understand parents' experience as lived. Significant statements were reviewed to find meaning and extract underlying themes. Pattern of themes were interpreted. Essential themes were characterized study phenomena. Finally, interpretation in group was delivered. Concerning of saturation data, the researchers replicated data which was the essential thematic components of the phenomenon under study.

### Trustworthiness

Trustworthiness of data was established following Lincoln and Guba's criteria (Lincoln & Guba, 1985). Credibility was established by using an interview guide, immersion on the data and member checking. Dependability were demonstrated through description of the research process from the start, including context, participants, data collection and analysis. The interview transcripts, coding material were kept as audit trail throughout the study. Confirmability were considered through audio - recording of interviews, transcriptions, the capture of rich quotes from participants. Accuracy of the transcriptions of the raw data could be checked. Researchers read all transcripts carefully. The discussion and analysis of the finding were confirmed in every case. The interviewees participants were checked the researchers' understanding of elements in the interview by using question for explanation such as: What do you mean? Could you explain? To ensure transferability, researchers used purposive sampling, provided different

sociodemographic, and contextual information of the participants.

### Ethical consideration

Ethical approval to conduct the study was obtained from Mahasarakham University's research and ethics committee with the reference number 113/2020.

## RESULTS

Participants were included 8 parents who were Buddhists and closely live with their children whom age ranged from 1 to 7 years old. Five of participants were mother of the children. The age ranged from 24 – 68 years old. The majority of participants graduated Bachelor's degree. Their participant's occupations were different including: office manager; meatball seller; night restaurant's owner; hotel's owner; electrician; cook; street food vender; and hair dresser. The participant's characteristics data were shown in table 1.

**Table 1. The participant's characteristics data**

| Education         | Occupation               | Child's relationship | Child's age    |
|-------------------|--------------------------|----------------------|----------------|
| Bachelor's degree | Office manager           | Mother               | 4 yrs<br>2 yrs |
| Bachelor's degree | Meatball seller          | Mother               | 3 yrs<br>1 yr  |
| Bachelor's degree | Night restaurant's owner | Mother               | 4 yrs<br>3 yrs |
| Bachelor's degree | Hotel's owner            | Grandfather          | 3 yrs          |
| Diploma           | Electrician              | Father               | 4 yrs          |
| Diploma           | Cook                     | Mother               | 4 yrs<br>7 yrs |
| Bachelor's degree | Street food vendor       | Mother               | 3 yrs<br>2 yrs |
| High school       | Hair dresser             | Grandmother          | 4 yrs          |

This study found 4 themes included: 1) Parents' positive discipline strategies, 2) Ineffective methods in disciplined the child, 3) Low self-discipline children lacked of self-control and poor emotional regulation, and 4) Disciplined children were full of self-regulation. Themes and sub-themes that emerged from the data were shown in table 2.

**Table 2. Themes and sub-themes of parents' experiences in early childhood discipline**

| Theme  | Sub theme   |
|--|---|
| 1. Parents' positive discipline strategies   | 1.1 Parents served as role model<br>1.2 Parents encouraged delayed gratification<br>1.3 Parental positive reinforcement<br>1.4 Effective parental communication |
| 2. Ineffective methods in disciplined the child                                      | 2.1 Smart phone and screen used as babysitter<br>2.2 Spoiled the child, Do everything for child<br>2.3 Punishment   |
| 3. Low self-discipline children lacked of self-control and poor emotional regulation | 3.1 Temper tantrum<br>3.2 Instant gratification<br>3.3 Inattention<br>3.4 Hyperactive   |

| Theme  | Sub theme   |
|--|---|
| 4. Disciplined children were full of self-regulation | 4.1 Self-care<br>4.2 Punctuality<br>4.3 Public mindedness |

### Theme 1: Parents' positive discipline strategies

When asked parents how they disciplined their kids to be disciplined children. It yielded four sub-themes included 1) Parents served as role model, 2) Parents encouraged delayed gratification, 3) Parental positive reinforcement, and 4) Effective parental communication.

#### 1.1. Parents served as role model

Parents served as role model through direct interaction with their kids. They addressed their concern, and share family activities with interest together. Finally, their kids become disciplined children. Example of participants' statements were explored as follows:

"...I am a purist. House is not messy. I practice them. I taught them learn by doing. I love to clean up the house then they follow me. School bags, bicycles were kept in place by them. They said to me "Mom, we keep it in place already...." (P7)

"...He needed to help me such as keep the yoga mat, clothes. He looked at me and help me by imitation..." (P3)

#### 1.2. Parents encouraged delayed gratification

To increase delayed gratification behaviors, parents did not response their kids' need immediately. They give them the accepted reason, keep a promise, and response in reasonable time. Example of participants' statements were explored as follows:

"...They need to buy remote control car toy. I said I have to collect money, next time when I have money I will buy it for you both. They said ok next time mommy have money, mommy will buy it for us..." (P7)

"...I gave him reason. If I have no money to buy toys for him, I said to him waiting for my salary. When I have money on payday, I bought some toy for him..." (P5)

#### 1.3. Parental positive reinforcement

When children displayed satisfactory behaviors, parents gave them a pleasant stimulus in order to increase its future occurrence. The participants' statements showed the positive reinforcement as follows:

"...I told him how to do the right thing, then I said "excellent" and give him big hands. This is for motivation. For example, I taught him how to take his pants off, he did, I clap my hands for him..." (P4)

"...I told them that they have to help me to do housework. If they did not, they won't get money to buy ice cream. They understood. I practiced them to help me clothes washing. They put clothes into washing machine. Then they ask me for ice cream. I gave them each 20 baht with my pleasure..." (P7)

#### 1.4. Effective parental communication

Parents used effective communication to exchange information, and sending the best understood for their kids. They did not only deliver the massages but also clarifying, listening, understanding, emotional controlling, and providing non-verbal communication to their kids. Example of effective communication is shown in the participants following statements:

"...I knew that he disliked me to scold him. If I was not moody, I told him softly, he easily response to me..." (P1)  
 "...I need him to have a good communication with me. If we have effective communication, he understands and listen what I talk to him. It will be better..." (P2)

## Theme 2: Ineffective methods in disciplined the child

Discipline techniques that parents used and strongly confirmed to avoid because of ineffective results. There were 3 subthemes explored from parents' experiences. 1) Smart phone and screen used as babysitter, 2) Spoiled the child, do everything for child, and 3) Punishment as follow:

### 2.1. Smart phone and screen used as babysitter

Parents used smart phone, iPad, TV, screen devices as babysitter when things get hectic. It's just easier to allow them take a break from parenting, to keep their kids entertained, to have time to work, and to stop unwanted behaviors of their kids. It seemed to be effective, but bigger problems later on. Example of participants statements reflected child behavioral problems and delayed development after parenting with smart phone, tablet, and screen as follows:

"...I gave him iPad to stop his running. He stayed still long with iPad to see cartoons. He had delayed speeches because of me...." (P1)  
 "...I gave him smart phone when he was 2 years old. He used smart phone and play alone in his play zone in the room. He enjoyed angry bird cartoon in English and usually scream imitated cartoon actors' behaviors. During 3 months of COVID-19 pandemic, he had very serious smart phone addiction" (P2)  
 "...He had delayed language development compared to his sister. No screen for his sister, so she talked when she was only 2 years old. He couldn't because of smart phone used as babysitter. I knew that from my experience..." (P3)

### 2.2. Spoiled the child, do everything for child

"Spoiled the child" or "do everything for child" was used when parents wanted to stop difficulty of their kids and they were in a hurry or need something to be done quickly. Too much parents' engagement can come at a cost to kids' abilities to control their own attention, behavior and emotions. Then, they become dependent children. Example of participants' statements were explored as follows:

"...I told him to dress, no he didn't. He played till I did. He did not keep his toys back, I did for him. I did everything for him, he did not listen to me. He had no discipline because I did everything for him such as shower, shampoo, nail cut, clean up. He didn't because I did..." (P1)  
 "...He can take shower himself, but he needs me to do for him. He cannot stay alone in bathroom, then I take shower for him. Sometimes I feed him even he can have breakfast himself..." (P5)

### 2.3. Punishment

Negative discipline such as prohibit, blame, complain, force, beat, hit, did not effective for discipline the children. Example of parents' statements reported:

"...For my first child, I knew that I forced him. Force is my technique for feeding, dressing, brushing. Sometimes I beat him, I knew that he did not understand the reason why I beat him. He imitated me to beat his sister. I knew it is because of my negative technique. The more I

forbidden him, the more he did... (P1) "...Someone told me to hit him for stopping his tantrums behavior, I did, but he did not stop tantrums..." (P2)

## Theme 3: Low self-discipline children lacked of self-control and poor emotional regulation

Self-control is one of the most important things that parents try to discipline their kids for success later in life. Parents reflected that low self-discipline child lacked of self-control and poor emotional regulation. They express behaviors: temper tantrums, instant gratification, inattention, and hyperactive as follows:

### 3.1. Temper tantrum

Temper tantrum usually occurred when children were overwhelmed by strong emotion. Parents tried to manage their kids' feelings, but not successful. The kids could not regulate their emotions, inhibitory control, and restrain their feeling of needs. Example of tantrums' behaviors were shown in the participants following statements:

"...He would like to have car toy. He cried, screamed, tantrums and pull my hand to buy it. If I didn't buy it, he flopped down the floor and cried..." (P1)  
 "...He went to buy some snack. I said "no" "not this one, this one is ok". He didn't understand me. He still wanted to buy that one, then he screamed and cried..." (P2)  
 "...He was irritable boy. Sometimes he felt hotheaded, he threw something, screamed and cried for an hour..." (P3)  
 "...His mom pleased him, paid for him. If she didn't, he scold and hit her back..." (P5)

### 3.2. Instant gratification

The kids who had instant gratification need a response immediately for their fulfillment. Whereas, delayed gratification was the ability to postpone an immediate gain and later reward. Example of instant gratification is shown in the following parents' statements:

"...He cannot suppress his need. Once at Big C Department store, he picked up car toy from shop and ran away out, I shouted to security guard. Stop him for me please, he was very fast running. That guard laugh and safe him for me. I said to him, father is the cop, son should not be thief, do you know? You should buy it first before pick it. Then I buy that car toy for him..." (P1)  
 "...He can't wait for me. For example, I told him wait for me just moment, I had to do something for his sister first before gave him milk. He screamed out and cried. If I did not suddenly response to him, he screamed..." (P2)

### 3.3. Inattention

Inattention behaviors of the kids showed less interesting in daily routine task, seeming not to listen, easily distraction, and leaving tasks partially done as participant statements as follow:

"...Um... for example ...he can do daily routine himself, but he does not listen to me when I told him to do. He understands, but ignore. It's up to him. He has been distracted easily compared to his friends..." (P1)  
 "...It seems like he worries about playing, he doesn't care to listen to me. I think he can put on clothes himself, but he can't because of inattention..." (P2)  
 "...I tried to let him read child story book. He listened only short time, then he ran away. He dislikes story book and he didn't pay attention to it. I need him to pay more attention..." (P3)

### 3.4. Hyperactive

Hyperactive is excessively active behavior. It's the result of smart phone addiction explored from parents' experiences. Hyperactive children characterized by naughty, mischievous, difficulty, and inability to concentrate. It's seemed like concentrate in screen, but could not achieve development tasks. Example of hyperactive behavior is shown in the participants following statements:

"...He didn't hyperactive in normal sense. He is naughty boy. Outing with him, I must hold on his hand because he like be mischievous. I gave him iPad if I need him to stayed still for long, if no iPad, he ran and find something to play at all time..." (P1)

"...Her sister has been distracted and hyperactive. I think because of mobile phone addiction..." (P6)

### Theme 4: Disciplined children were full of self-regulation

Self-regulation was the ultimate goal of parenting strategy explored from parents' perception. It's the key to helping the kids being responsible. There were 1) self-care 2) punctuality 3) respectful behavior and 4) public mindedness that reflect child's self-regulation as follows:

#### 4.1. Self-care

Self-care was the ability that performed self-discipline in early childhood explored from parent's experience. It's associated with child's positive satisfaction and happy to practice daily routine. Children developed their self-care along with personal and social skills development such as feeding, teeth brushing. Example of self-care is shown in the participants following statements:

"...I need him to do daily routine himself. For about the discipline..., I would like him to feed himself and spilled not rice on the ground during meal..." (P2)

"...Discipline... there are personal care practices. For example, when he wakes up in the morning, he brushes his teeth himself. Sometimes he can do, but doesn't want to do. He tells me or his mom to brush his teeth. O.K. when he was 3 years, I did for him. Now he is 4 years, he should brush his teeth himself..." (P5)

"...She wakes up early in the morning. I practice her to brush her teeth. I told her. This is toothpaste. This is toothbrush. I practice her to do by herself..." (P6)

#### 4.2. Punctuality

Punctual child always respects the values of time and develop self-awareness for punctuality. Parents instilled this prime skill with developing habit of waking up in the morning, going to bed, going to school, having breakfast at certain time. Example of participants' statements regarding this subtheme are as follows:

"...well suppose, it's time to get up, he should get up without wake him up. It's time to have breakfast, he should have a seat and eat breakfast himself. No need to be fed. When it's time to bed, he should go to bed without force or order to do..." (P1)

"...After breakfast, I looked at the clock and told her that it's 8 o'clock. Let's go to school, it's late. She hurried up to school happily. When the time for bed, I told her turn off TV and went to sleep, she did. She had nap time at school 11 o'clock, she did..." (P6)

#### 4.3. Respectful behavior

Respectful behavior was important and basic principle that Thai parents instill in their children. Respectful child feel respect for another without fear or command. Respect is an

abstract concept showed by listening to another person's point of view, follow the rules. Example of respectful behavior is shown in the participants following statements:

"...I observed my child, she is respectfully to people. When her grandmother comes, she suddenly pays respect to her grandmother..." (P6)

"...Suppose he pick up the toy and try to throw the toy to his sister, I said don't do that. If he listens to me and obeys the rules. It means that he has discipline of child..." (P1)

#### 4.4. Public mindedness

Parents instill public mindedness for their kids when they were young to promote the public interest and having helpful behaviors. Example of public mindedness is shown in the participants following statements:

"...We went to temple on Buddhist holy day. I taught her how to sharing by giving ice cream to others. We cleaned toilets in temple together, she could help me clean toilet by imitation. We pick up trash together for cleaning up the environment of temple. No one called us to do, but we did..." (P6)

## DISCUSSION

To explore parents' experiences how they disciplined their early childhood children in Mahasarakham province, Northeastern, Thailand, we used 8 participants. Thematic statements were identified from narrative data. Pattern of themes were interpreted by using a qualitative hermeneutic phenomenological approach. There were 4 subthemes that reflect parent's positive discipline strategies included: parents served as role model; parents encouraged delayed gratification; parental positive reinforcement; and effective parental communication. Similarly, a study reported the definition of positive parenting was the continual relationship between parents and kids. It's included caring, teaching, communicating, and providing their kids needs consistently and unconditionally. (Seay et al., 2014).

Role model was someone whose behavior were admired enough to be emulated. Parents served as role model through direct interaction with their kids. They addressed their concern and played their roles in shaping the children's morality, instilling religious beliefs, communicating, and providing bonding time for their children. (Tan & Yasin, 2020) In Malaysia, researchers found that best mothers played their virtues through role model included hardworking; bravery; patience; healthy lifestyle; cleanliness and punctuality to their kids. (Manap et al., 2013). In this study, parents disciplined their kid to increase delayed gratification behaviors by giving them the accepted reason and response in reasonable time. The ability to delay gratification at a young age is a predictor of psychological, cognitive, health, and academic later-life outcomes. It is because delay of gratification had often been conceptualized as an aspect of temperament relating to self-regulatory ability (Hong et al., 2017). The delayed gratification is the realization of self-control and psychological maturity as well. Patients with Attention-Deficit/Hyperactivity Disorder (ADHD) and Obsessive-Compulsive Disorder (OCD) showed inefficient self-controlled ability due to neural deficit or dysfunction in fronto – striato – insular -cerebellar regions responsible for self-control. These patients had tendency to prefer instant gratification rather than delayed gratification. (Jiang et al., 2018).

Some researchers found that Delaying gratification longer at 4 years of age was predicted their body mass 30 years later. Improving self-control in young children had been developed

and might reduce children's risk of becoming overweight (Schlam et al., 2013). The researcher in India found that ability to delay gratification was the key role influence of student's educational track choice at the end of grade 8 similarly to their cognitive ability and parental socio-economic status (Ganie, 2022). An effective way of improving young children's ability to delay gratification was attention training technique (Murray et al., 2018). Delay gratification were different in culture, Children in Japan delayed gratification longer for food than for gifts, whereas children in the United States delayed longer for gifts than for food (Yanaoka et al., 2022). In this study, parents develop the ability to delay gratification for toys.

Positive reinforcement was used to strengthen behaviors of their kids. It's the motivation by providing desirable stimulus in order to train and maintain desirable behaviors. However, negative reinforcement occurred by taking away something unpleasant or uncomfortable in order to increase the desired behavior (Troussas et al., 2017). Some parents implemented negative reinforcement by taking away something that made their kids had tantrum behaviors. For physically handicapped children the researchers recommended to use "undesired items" as negative reinforcement in picture exchange communication system (PECS) teaching (Agi, 2020). Positive reinforcement implemented by caregiver is effective to improve discipline behavior in home settings (Sari & Indianti, 2019). Parents were the first educators who have strategic and practical responsibilities in shaping their kids' habits. To make good speech habits in early childhood, communication of parents should be ethical language, appropriated to children's development, full of comfortable formation, and planned. In addition, parents should communicate with psychological expression and touch (Wirman & Elkhaira, 2022). Effective communication was the way parents used to exchange information, clarifying the message, listening to children, and understanding children's need. Researchers found that children preferred parents to saying that could not hurt, speaking without preaching, softly talking not to speak up, and carefully listening to what the child says (Runcan et al., 2012).

We found that discipline techniques that parent used and strongly confirmed to avoid because of ineffective results were smartphone and screen devices used as babysitter, spoiled the child/ do everything for child, and punishment. Although, the pediatrician recommended that under 3 years children should have no access to screen media. This study found that parents still used smart phone, iPad, TV, screen devices as babysitter. Similarly, a study in Israel found that parents used screens as a "background," a "babysitter", a "pacifier" and a "childcare toolkit", regardless of their own attitudes towards media effects on their young children (Lev & Elias, 2020). It seemed to be effective at that time, but bigger problems later on. Parents complained their kids had delayed development and behavioral problems. Researchers in Taiwan found that young children who spent more time on touch screen devices were more likely to have emotional problems, anxious/depressive symptoms, somatic complaints, social withdrawal symptoms, attention problems, and aggressive behaviors, but not language delay (Lin et al., 2020).

Spoiled the child was not effective technique for disciplined child. It allowed children to used their spoiled nature to get what they want, and become dependent (Chairilisyah, 2019). Every parenting style had its own effect towards children's self-development. Parent who had permissive type of

parenting style usually spoiled the child, no commands, low control, and high parental responsiveness. Children with authoritative parents exhibited more positive behavior compared to children with authoritarian and permissive parents (Howenstein et al., 2015). Nurtured with permissive parenting type, children tended to be resistant and spoiled. In contrast, nurtured with democratic style, children could be an independent person. The study in Legian Village, Bali, Indonesia found that parenting style of grandparents was dominantly permissive parenting style. Grandparents show their affection, attention and responsibility in fulfilling their grandchildren's needs (Pratiwi et al., 2020).

All forms of corporal punishment used as disciplinary strategies for children, were minimally effective in the short-term and not effective in the long-term. Corporal punishment risk to increased negative behavioral, cognitive, psychosocial, and emotional outcomes for children (Sege et al., 2018). Parents should avoid spanking when disciplining children because it's associated with deleterious outcomes (Ward et al., 2020). Physical punishment was harmful and increase child behavioral problems over time (Heilmann et al., 2021). In terms of positive punishment, we response to children behaviors by adding something unpleasant to stop undesirable behaviors. Whereas, negative punishment we take away something that favorite to the children. Negative punishment in form of time – out might reduce undesirable behaviors effectively in the short-term, however long - term use or positive punishment may have unanticipated and unwanted side-effects in shaping ADHD children's behaviors (Van der Oord & Tripp, 2020).

Participants in this study reflected that low self-discipline in children because of lack of self-control and poor emotional regulation. They expressed behaviors: temper tantrums, instant gratification, inattention, and hyperactive. These behaviors related to screen devices used as babysitter. Researchers found that the effects of inattention and hyperactivity problems in children who had severity of internet gaming disorder, were low self-control to aggression (Jeong et al., 2020). Generally, Children learn how to regulate their emotion and self-control by increasing thinking, planning, and organizing skills, but children who deficit in self-control had the association with adverse childhood experiences (Meldrum, 2020). In children, decreased emotion regulation was significantly related to maladaptive coping mechanism (Gruhn & Compas, 2020). Consequently, children should learn how to response to stressful situations in positive ways such as timeouts, holding privileges discipline, and modeling appropriate behavior (Rebinal, 2017).

Disciplined children were full of self-regulation explored from parents' perception in this study. Parents contributed their kids to maintaining self-care, punctuality, respectful behavior, and public mindedness. Positive processes between parent and child was predicted higher levels of self-regulation in early childhood. (Lobo & Lunkenheimer, 2020). This study found that parents disciplined self-care along with personal and social skills development such as feeding, teeth brushing for their kids. These several self-care and independence tasks performed in an early stage of young children's development were useful for their self-efficacy. Children who strong with their self-efficacy were able to increase their health and prevent health problems. (Maddux & Kleiman, 2022). Furthermore, the researcher found positive relationship between self-efficacy and self-discipline. The higher score on self-efficacy test, the higher self - discipline score test (Ma, 2022).

Punctuality was an important character to success in academic life. The importance of punctuality varied from culture. The Punctuality of Performing Prayers was very importance for every Muslim. There were 5 times commanded to perform prayers. The researchers in Indonesia found that online game addiction has an influence of 41.1% on punctuality in performing prayer. The higher the level of addiction, the more it will affect the punctuality in performing prayers (Helwatuazzakiah et al., 2021). In Nigeria, punctuality to classes, time management, study habits, record keeping, attitudes during classes, note taking, attitudes towards assignment, examination results and attitudes towards co-curricular activities were all parts of academic effectiveness of students. The researchers found that academic effectiveness related to discipline management of students (Owan & Ekaette, 2019). A study in street children at the basic schools in Somanya, Ghana, researchers found that street children were often not punctual and irregular at school. They were often apathetic towards learning and lack concentration in classroom (Appiah et al., 2022). A qualitative study of self-discipline in the life of university students found that fulfilling punctuality and responsibilities contributed them to be self-disciplined students. (Şimsisir & Dilmac, 2020).

Respect was an important component of both interpersonal relationships and personal identity. The researchers studied the role of respectful behavior in the relationship between empathetic tendencies and conflict resolution in primary school students. As a result, empathetic tendency through respectful behavior was found to be an important predictor of conflict resolution skills (Sekerci & Yilmaz, 2021). We found that parents cultivated their kids with respectful behavior in order to increase positive feeling to others, being respected, reciprocal respect and self-respect. When the children experienced respect, they showed concern people, and followed rules. Self-respect was the component of self-esteem and associated with morally principle (Clucas, 2020). This study found that parents disciplined their children to become disciplined children by increasing public mindedness. Public mindedness significantly affected children's responsibility. (Janmaimool & Khajohnmanee, 2020) Public mind behavior to environment of students had positive significant relationship between cultivating environmental responsibility, environmental conservation, environmental sacrifice, environmentally sustainable development, environmental participation (Sookngam et al., 2022).

The limitation of this study was that even though data saturation was reached by only eighth interview. The sample size was a small sample. Findings might not be generalized to more regions in Thailand. The experience of parents

## CONCLUSION AND RECOMMENDATION

This study found that parents used positive discipline strategies in parenting their kids to become disciplined children. Strengthen self-control and self-regulation is highly needed in order to train children to become disciplined.

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