

CHAPTER III

PRESENTATION OF RESULTS

This chapter presents the results of the interview schedule separated into seven major areas: Feeding (Tables 8-13), Toilet Training (Tables 14-15), Achievement, Independence, and Responsibility Training (Tables 16a, b, c), Child Care (Tables 17-21), Punishment (Tables 22-28), Educational Aspirations (Tables 29-36), and The Relationship between Father and Child (Tables 37-40).

FEEDING

TABLE 8*

Length of Breast Feeding and Length of Weaning

N = 70

	The Length of Weaning						Total
	2-3 days putting something on the breast	Within one week	1 week-1 month	2-3 months gradually	3-4 months gradually	Can't remember	
3 month or less	5.71	71.42	2.86	2.86		4.29	22.86
Over 3-7 months	1.43	5.71	5.71	2.86			15.71
Over 7-11 months	8.57	2.86	8.57	2.85	1.43	1.43	25.71
Over 11-15 months	17.14		1.43	1.43		2.86	22.86
Over 15-19 months	4.28			1.43			5.71
19 or more months	1.43			1.43		1.43	4.29
Never		1.43	1.43				2.86
Total	38.46	17.14	20.00	12.86	1.43	10.00	100.00

Average length of breast Feeding = 8.79 months.

*This table and all other tables in this chapter are reported in percentage.

Table 8 indicates that most mothers (58.57%) took only one month to wean their child, and many mothers (38.57%) spent only 2-3 days for weaning by putting something on the breast which irritates the child (some medicine or bitter thing). A number of mothers (17.14%) weaned their child within 1 week, others (20.00%) from one week to a month, and other mothers (12.86%) weaned their child more gradually, from 2-3 months. A number of mothers (17.14%) changed from breast feeding to bottle or solid food in 1 week in order to substitute for the mother's breast. There does not seem to be any clear relationship between the length of breast feeding and the actual amount of time it took to wean the child.

TABLE 9

Age at Which Mother Stopped Breast Feeding and the Reason Why

N=70

Age at which mothers stopped breast feeding	Reason for Stopping Breast Feeding							Total
	Breast milk is not good	Child is growing up	Mother works outside	Breat does not provide enough milk	Doctors told to wean or mother read book	Mother is sick	Others	
3 month or less			14.26	1.43		5.71	1.43	22.83
Over 3-7	4.29	1.43		5.71	4.29			15.72
Over 7-11	4.29	7.14			11.43		2.86	25.72
Over 11-15	8.57	8.57		1.43	1.43		2.86	22.86
Over 15-19		2.86					2.86	5.72
19 or more		4.29						4.29
Never						1.43	1.43	2.86
Total	17.15	24.29	14.26	8.57	17.15	7.14	11.44	

Table 9 presents the time at which the mothers began to take their children from the breast and the reason for doing this. Out of the 70 mothers interviewed, 68 breast fed the child under study. 22.83% of the mothers weaned their child at 3 months or less. The reason that these mothers gave for weaning this early was, for the most part, that they were engaged in work or social engagements outside of the house (12.26%) or that they were sick (5.71%). Among the mothers who weaned their child between 7 and 15 months (7 -11 and 11 -15 months), the reasons most often given are that either it was because they felt the breast milk was not good anymore, or because the child was grown up, or because the doctor (or a book) told her it was time to wean the child. And, most of the mothers who weaned their child between 3 and 7 months did so because they felt their breast did not have enough milk or the milk was not useful, or because the doctor told them to wean the child.

TABLE 10

Beginning of Weaning and Age at Which Bottle Feeding Started

N = 70

Beginning of Weaning	Age at Which Bottle Feeding Started						Total
	3 month or less	3.1-7 months	7.1-11 months	11.1-15 months	15.1-19 months or more	Never	
3 months or less	22.86						22.86
Over 3-7 months		15.71					15.71
Over 7-11 months	8.57	1.43	10.00			5.71	25.71
Over 11-15 months	7.14	2.86		5.71		7.14	22.85
Over 15-19 months			1.43		1.43	2.86	5.72
19 or more months	4.29						4.29
Never	2.86						2.86
Total	45.72	20.00	11.43	5.71	1.43	15.71	

Average age of beginning of weaning = 8.794
 Average age of beginning of bottle feeding = 5.203.

In Table 10, if we combine all the mothers who weaned their child at the same time that they introduced bottle feeding to them (for example, those who began weaning at 3 - 7 months and started bottle feeding also at 3 - 7 months,) we see that most mothers (55.71%) introduced bottle feeding at the same time as they began weaning. Taking all those mothers who bottle fed their children at 7 - 11 months but started bottle feeding at 3 months or less, 8.57% etc,) we see that 25.71% of the mothers started bottle feeding before they weaned their child from the breast.

TABLE 11

Beginning of Weaning and the Age of Which Solid Food was Introduced

N = 70

Beginning of Weaning	Age of Introduction of Solid Food					No response,	Total
	3 months or less	3 - 9 months	7 - 11 months	11 - 15 months	15 or more months		
3 months or less	1.43	11.43	5.71	1.43	1.43	1.43	22.86
Over 3-7 months		11.43	2.86			1.43	15.71
Over 7 - 11 months		11.43	11.43	1.43		1.43	25.71
Over 11 - 15 months	2.86	10.00	7.14	2.86			22.86
Over 15 - 19 months		2.85		2.86			5.71
19 or more months		2.86		1.43			4.29
Never			1.43	1.43			2.86
Total	4.29	50.00	28.57	11.44	1.43	4.28	N=70

Average age of weaning = 8.79

Average age of introduction of Solid food = 7.21

Table 11 shows the relationship between the age at which breast feeding was stopped and solid food was introduced. It indicates that while many mothers weaned their child before 7 months (22.86% before 3 months, 15.71% between 3 and 7 months = 38.57%), most mothers introduced solid food before 7 months (4.29% at less than 3 months and 50.00 between 3 and 7 months = 54.29%). As a result, we can say that a number of mothers introduced solid food before they weaned their child.

TABLE 12

The Age at which Bottle Feeding Started and Stopped

N = 70

Age at Which Bottle Feeding Started (in months)	Age at Which Bottle Feeding Started							Total
	9 mos.- 1 year	Over 1-2 yr.	Over 2-3 yr.	Over 3-4 yr.	More than 4 yr.	No bottle feeding	No response	
3 months or less	10.00	18.57	7.14	5.71	1.43		1.43	44.28
Over 3-7	4.28	12.86	2.86					20.02
Over 7-11		8.57					1.43	10.00
Over 11-15	1.43	1.43					2.86	5.71
15 or more							1.43	1.43
Never						12.86	5.71	18.57
Total	15.71	41.43	10.00	5.71	1.43	12.86	12.86	

Average Age start of bottle feeding = 5.14 (month)

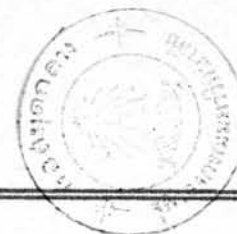
Average Age of stopping of bottle = 3.31 (year).

Table 12 shows that most of the mothers (42.86%) started bottle feeding their children at 3 months or less. All mothers stopped bottle feeding their child between 9 months and 6 years; 41.43% of the mothers stopped bottle feeding their child at one and a half to two years old. The average length of time for bottle feeding was 15.7 months.

TABLE 13

Desired and Actual Regularity of Feeding the Child

N = 70



Desired Regularity of Feeding the Child	Actual Regularity of Feeding the Child				Total
	Regular 3-4 hours a time, doctor told mother or mother read it in a book	Regular but not so strict may be flexible in order to support the child's desire	At first regular but later mother could not bear when the child cried	Every time the child cried or was hungry	
Regular is better, mother have time to do other work	31.83	7.14	5.72	10.00	54.29
Regular is better, child will be healthy and easy to feed	4.29		1.43	7.14	12.86
Regular is better, doctor told her it is good, mother read it in a book	10.00		1.43	1.43	12.86
Feeding when child is hungry is better, because it supports child's needs		5.71		10.00	15.71
When child is hungry, because mother is free at all times and is close to the child				4.28	4.28
Total	45.72	12.85	8.58	32.86	97.01

Children at 3 months

Table 13 indicates the relationship between the mother's feelings about the schedule of feeding (what she would have liked to do) and the actual feeding schedule (what she said she actually used with her child). Most mothers indicated that they desired to feed their child on a regular schedule (first three choices - 54.29%, 12.86%, and 12.86% respectively) although they have different reasons for desiring it. Only 45.71 of the mothers said that they actually practiced this 3 or 4 times a day because the doctors advised them to do so or because they read it in a book. Only 20.00% (15.71% and 4.28%) of the mothers thought that the child should have been fed whenever he desired it.

TOILET TRAINING

TABLE 14

The Age of Which Bladder Training Started and Stopped

N = 70

The Age of Which Bladder Training Started	The Age of which Bladder Training Stopped							Total	
	15-2 years	Over 2-3 years	Over 3-4 years	Over 4-5 years	Over 5-6 years	Over 6-7 years	More than 7 years		Can't remember
Less than 6 months	7.14	15.71	11.43	1.43	1.43	1.43	1.43		38.57
Over 6-12 months	10.00	7.14	15.71	1.43			1.43	1.43	37.14
Over 18 months	4.28	2.86	1.43						8.57
Over 18-24 months		2.86	1.43						4.29
More than 24 months		1.43	1.43						2.86
Can't Remember								8.57	8.57
Total	21.42	30.00	31.43	2.86	1.43		2.86	10.00	

Average Age at beginning of bladder training = 9.33 months.

Average Age at end of bladder training = 2.89 years.

Table 14 shows that most of the mothers started bladder training their children before 12 months (38.57% at less than 6 months, 37.14% between 6.1-12 months, =75.71%). Most of the mothers stopped bladder training (this means that they felt the child was able to do it by himself) between 1 1/2 and 4 years (21.42% at 1.5-2 years, 30.00% between 2-3 years, and 31.43% between 3-4 years = 82.85%). As can be seen in this table, most mothers stopped training their children at 4 years or less regardless of when they started. The average age for beginning bladder training is 9.33 months. The average age for ending bladder training is 2.89 years.

As seen in Table 15, most mothers started bowel training their children within the first year (42.86% at less than 6 months, 38.57% between 6 and 12 months). The single largest percentage of mothers (41.43%) stopped bowel training their child between 3 and 4 years. The general method used by the mothers for training the child is that they begin by supporting the child over the pot. The child is not forced to sit on his legs (nang yong yong) until he is physically able to do so. The mothers state that the child is finished with bowel training (they do not have to help the child) when the child is able to wash or wipe himself after moving his bowels. The average time for beginning bowel training is 9.2 months. The average time for completing bowel training is 3.8 years (45.6 months).

TABLE 15

The Age at Which Bowel Training Started and Stopped

N = 70

The Age at Which Bowel Training Started	The Age of Which Bowel Training Stopped							Can't re- member	Total
	1.5-2 years	Over 2-3 years	Over 3-4 years	Over 4-5 years	Over 5-6 years	Over 6-7 years	More than 7 years		
Less than 6 months	2.86	2.86	22.86	7.14	5.71		1.43		42.86
Over 6-12 months	4.28	1.43	15.71	7.14	1.43	1.43	4.28	2.86	38.57
Over 12-18 months	1.43	2.86	1.43						5.71
Over 18-24 months		2.85	1.43					1.43	5.71
More than 24 months		1.43		1.43	1.43				4.29
Can't remember								2.86	2.86
Total	8.87	11.43	41.43	15.71	8.57	1.43	5.71	7.15	

The average age at beginning of bowel training = 9.2 months

The average age at end of bowel training = 3.8 years.

TABLE 16a

THE MEAN AGE AT WHICH ACHIEVEMENT TRAINING TAKES PLACE
(N = 70)

Age at which mother expects their children to do things (achievement training)	Mean	S.D.
To be active and energetic in climbing, walking, jumping, sports	3.17	1.45
To be able to lead other children and assert himself in a children's group	8.80	3.55
To do well in school	7.93	3.57
To do well in competition with other children	8.40	3.90
To try to come out on top in games and sports	12.00	2.29
Total	8.00	2.40

TABLE 16b.

THE MEAN AGE AT WHICH INDEPENDENCE TRAINING TAKES PLACE
(N = 70)

Independence Training	Mean	S.D.
To be willing to try things on his own without depending on his mother for help	8.94	3.35
To make his own friends among children of his own age	10.45	4.68
To try hard things for himself without asking for help	13.71	4.50
To have interests and hobbies of his own; to be able to entertain himself	10.11	3.48
To make decisions like choosing his own clothes or deciding to spend money by himself	14.92	2.74
Total	11.30	2.34

TABLE 16c.

THE MEAN AGE AT WHICH RESPONSIBILITY TRAINING TAKES PLACE
(N = 70)

Age which mothers expect their children to do the following things	Mean	S.D.
Eating	3.53	2.14
Washing himself	5.94	2.05
Dressing	6.08	1.75
Keeping his things in order	6.66	2.99
Helping with chores in house	7.44	2.73
Looking after younger siblings	9.95	3.34
Helping the others	8.91	2.98

As seen in Table 16a, mothers, in general, expect their children to achieve at about the age of 8.00 years (S.D. = 2.40). Mothers train their children for independence (Table 16b) at the age of 11.3 years (S.D. = 2.30). In Table 16c, mothers expect their children to have responsibility in eating, washing, dressing, keeping things in order, helping others, and looking after younger siblings, at different ages. The oldest age for responsibility is 9.45 (S.D. = 3.34) years old which is for looking after younger siblings; the action which mothers expect their children to perform at the earliest age is eating (3.53 years, S.D. = 2.14).

TABLE 17a.

FREQUENCY WITH WHICH OTHERS (BESIDES MOTHER) TAKE CARE OF CHILD
(N = 70)

How often do others take care of the child	%
Very often	77.14
Sometimes	11.43
Not often	7.14
Never	4.29

As seen in Table 17a, most Thai middle class mothers have someone to help them to take care of their children. 77.14% of the mothers have others to help to take care of their child everyday. Only 4.29% of the mothers have no one to help them.

TABLE 17b.

INDIVIDUALS WHO CARE FOR CHILD AND THEIR FUNCTIONS
(N = 70)

Individuals who care for child	Functions		
	Comforting & bathing	Feeding	Punishment
Nursemaid	38.57	37.14	11.43
Grandmother (either father's or mother's mother)	8.57	10.00	11.43
Grandmother and nursemaid	15.71	15.71	12.86
Father	2.86	2.86	24.28
Older sister	1.43	1.43	2.86
Grandmother and aunt & other	14.28	8.57	15.71
Grandmother and Father	2.86	4.29	7.14
Servant	7.14	8.57	-
Other relation	4.29	4.29	4.29
No one	4.29	7.14	10.00

Total

Table 17b shows how often other people (besides the mother) take care of the child and what functions they perform. In this table we can see that many of the mothers have a nursemaid (philiang) to help them in comforting and bathing (38.57% and 15.71%) in feeding (37.14% and 15.71%) the child. Many mothers have the child's grandmother and others to comfort and bathe (8.57%, 15.71%, 14.28% and 2.86%) their children and to feed them (10.00%, 15.71%, 8.57% and 4.29%). Many grandmothers (11.43% 12.86%, 15.71% and 7.14%) help mothers punish the children. The father helps the mother mainly in punishment (24.28% and 7.14%) and plays almost no role at all in helping the mother with feeding or comforting or bathing the children.



TABLE 18

THE CHANGE IN DEGREE OF MOTHER'S ATTENTION AS THE CHILD'S AGE INCREASES
(N = 70)

Amount of Attention	Age of Child			
	2 years	4 years	6 years	8 years
A great deal of attention	94.28			
Not so much because have younger child	1.43			
Same as always			10.00	4.28
Same as last age mentioned (2 years before)		32.86	11.43	24.29
Less than last age mentioned		50.00	50.00	15.71
Same love and attention as before but in a different way		15.71	24.48	12.86
Much less than last age mentioned			2.86	40.00
Child does not live with mother	1.43			
Other	2.86	1.43	1.43	2.86

In the questions reported in Table 18, the mothers were asked to answer separately the questions regarding the amount of attention given their child at 2, 4, 6, and 8 years of age. Table 19 gives the reasons for the amount of attention given at each of these ages.

As can be seen in Table 18, almost every mother states that at 2 years old, she would give her child a great deal of attention. At 4 years old, half of the mothers say that they would give less attention than they did at 2 years old, and 15.71% of the mothers say they would give their child the same amount but in a different way. Therefore, we can say that 65.71% of the mothers state that they would change their attention in some way at 4 years old. At six years old, 74.48% of the mothers state that they would change their attention in some way (50.00% say less than at 4 years old and 24.48% say the same amount as at 4 years old but in a different way.) At 8 years old, 15.71% of the mothers would give less attention, and 40.00% would give much less attention than at 6 years old. Therefore, we can say that most mothers seem to show a rather gradual decrease in the amount of attention given the child beginning at 4 and 6 years old, with a major change occurring at 8 years old.

TABLE 19

THE REASONS FOR CHANGING OR MAINTAINING THE DEGREE OF MOTHER'S ATTENTION
AS CHILD'S AGE INCREASES

(N = 70)

Reasons for changing or maintaining degree of attention	Age of child		
	4 years old	6 years old	8 years old
Mother still pays a great deal of attention, child is still young	31.43	7.14	
Child is only a child	1.43		
Still care and pay attention to child	1.43	8.57	17.14
Mother begins to pay less attention, child is growing up	21.43	24.29	50.00
Child is going to school	18.57	50.00	7.14
Child wants to do things by himself			14.28
Mother very busy			4.29
Child does not live with mother		2.86	
Mother has a younger baby	14.28		4.29
Other	11.43	7.14	2.86

As can be seen in Table 19, 31.43% of the mothers who say that they give the same attention to the child at 4 years old as they do at 2 years old do so because they feel that the child is still young and not grown up. However, the major reasons that mothers give for paying less attention at 4 years old are because the child is growing up, because he is going to school, or because the mother has a younger baby. At 6 years old, 50.00% of the mothers say that they give less attention because the child is going to school and 24.29% say it is because the child is growing up. The reason for less attention being given at 8 years old than at 6 years old is mainly that the child is growing up (50.00%) and, to a lesser extent, that the child wants to do things by himself (14.28%).

TABLE 20

THE REASON AND AGE AT WHICH OTHERS STOP HOLDING AND FONDLING THEIR CHILDREN
(N = 70)

Age at which holding and fondling stop	Child is grown up, child himself does not like it	Child is grown up, and goes to school	Mother always loves child & child himself always wants to be held & fondled	Child must learn discipline, he will be spoiled if continued	Mother wants child to remain a little child	Father continues but mother has stopped	Still occurs daily before & after school	Having younger baby	No response	Total
4 years or less		5.71		2.86						8.57
Over 4 - 8 years	7.14	20.00		2.86		1.43		2.86		34.28
Over 8 - 12 years	10.00	5.71		1.43		1.43				18.57
More than 12 years	8.57	7.14								15.71
Does not stop until child is adult			2.86						1.43	4.29
Does not stop but less and less	1.43	2.86	7.14		4.29	1.4	1.43	1.43		18.58
Total	27.14	41.42	10.00	7.14	4.29	2.86	1.43	4.29	1.43	

Table 20 indicates the mothers' responses to two questions: at what age did they stop holding and fondling the child, and the reason why they did this. The table indicates that many mothers (34.28%) stop holding and fondling their child between 4 and 8 years old; another 18.37% of the mothers stop when their child is between the ages of 8 and 12 years old. 18.58% of the mothers say that they do not stop but they give less attention.

The most common reasons given for stopping is that the child is growing up and doesn't like it, or that he is growing up and going to school.

TABLE 21

AGE AT WHICH CHILD DOESN'T NEED A GREAT DEAL OF ATTENTION
(N = 70)

	AGE										
3-5 year	over 5-7 year	over 7-9 year	over 9-11 year	over 11-13 year	over 13-15 year	over 15-17 year	over 17-19 year	over 19-21 or more	Does not know; child always wants attention	Does not know	
2.86	4.29	5.71	12.86	18.57	32.85	2.86	1.43	-	15.71	2.86	

In Table 21, the largest number of mothers (32.85%) state that the child doesn't need a great deal of attention between 13 and 15 years of age. Another 18.57% of the mothers said that the child doesn't need much attention after 11 and up to 13 years old. About 15.71% of the mothers said that the child always wants attention.



TABLE 22

Mother's Punishment of Child for Twelve Differences of Actions
(Percentage of Mothers Making Indicated Response)*
N = 70

Child's Action	TYPE OF PUNISHMENT															
	Mild Psychological					Serious Psychological					Physical			Others		
	Explain, teach him not to do	Warn not to do	Teach and Warn	Scold	Total	Withdraws thing he wants	Withdraws love	Scold & threaten to hit	Threaten	Total	Beat	Warn, Scold then beat	Total	Depend on Situations	Other	Total
Relationship to Adults																
Disobeying parents	14.29	-	2.86	8.57	25.72	7.14	12.86	2.86	8.57	31.43	25.71	15.71	41.42	-	1.43	1.43
Obstinate	15.71	1.43	4.28	21.43	42.85	4.28	7.14	1.43	11.43	24.28	12.86	14.29	27.15	2.86	2.86	5.72
Arguing with Adults	20.00	4.28	12.86	25.71	12.85	1.43	2.86	-	7.14	11.43	11.43	8.57	20.00	2.86	2.86	5.72
Morality Stealing	25.71	4.28	2.86	2.86	35.71	7.14	4.28	2.86	11.43	25.71	22.86	11.43	34.29	-	4.28	4.28
Telling a lie	38.57	5.71	4.71	4.21	54.20	4.29	5.71	-	5.71	15.71	11.43	17.14	28.57	-	1.43	1.43
Saying dirty words	28.57	17.14	5.71	20.00	71.42	-	2.86	1.43	-	4.29	10.00	12.86	22.86	1.43	-	1.43
General Making things dirty	4.28	-	84.29	10.00	98.57	-	-	-	-	-	-	1.43	1.43	-	-	-
Breaking things	70.00	-	1.43	20.00	91.43	-	-	-	-	-	-	-	-	7.14	1.43	8.57
Crying without reason	52.86	-	-	4.28	59.14	-	-	-	-	-	-	12.86	12.86	25.71	4.28	29.99
Not doing home work	4.28	-	75.71	11.43	91.42	-	1.43	1.43	1.43	4.29	-	28.6	2.86	-	1.43	1.43
Going out without permission	38.57	1.43	-	37.14	77.14	2.86	2.86	-	-	5.72	-	11.43	11.43	1.43	4.28	5.71
Hitting older brot. sist.	22.85	-	2.86	30.00	55.71	-	-	-	-	-	-	21.43	21.43	2.86	20.00	22.86

*Percentage should be added horizontally.

PUNISHMENT

Table 22 presents the type of punishment a mother would give a child if he does certain types of actions. Each mother was presented with 12 actions of the child (as listed in Table 22) and she was asked to state freely the type of punishment she would use. The type of actions are divided into three categories: actions related to adults, actions related to morality, and actions in general. This table shows that mothers deal with disobedience to the parents in the most severe way; 41.42% of the mothers would physically punish their child (beat or warn, scold, then beat) if the child disobeyed them; 31.43% of the mothers would punish their child using serious psychological punishment (withdrawing their love, depriving him of something he wants, or by threatening or scolding him); only 25.72% of the mothers would use mild psychological punishment (scold, try to teach him, warn or teach and warn). A similar but less severe pattern is seen in the mothers would use physical punishment, 24.28 of the mothers would use serious psychological punishment, and 42.85% of the mothers would use mild psychological punishment. For the above two types of actions, disobedience and obstinacy, more mothers would use serious psychological and physical punishment than would use mild psychological punishment. However, when dealing with the child's arguing with adults, 62.85% of the mothers would use mild psychological punishment and 31.43% would use serious psychological or physical punishment.

In terms of reactions to actions such as stealing, telling a lie, and using dirty words, mothers seem to react severely when the child steals, less severely when he tells a lie, and quite mildly when he uses dirty words. Serious psychological and physical punishment is used by 60.00% of the mothers when the child steals; 44.28% of the mothers when the child tells a lie; and

only 27.15% of the mothers when the child uses dirty words.

Mothers deal with such actions as crying (52.86%) and breaking things (70.00) by trying to teach their child not to do it again, with making things dirty (84.29%) and not doing homework(75.71%) teaching and warning their child, and with going out without permission (38.57) and hitting older siblings (25.71%) by both teaching him not to do it and teaching and warning him. In the case of hitting an older sibling, 21.43% of mothers would warn then beat the child. In all the other cases listed under general actions very few mothers use serious psychological or physical punishment.

It the seriousness of on action can be judged by the severeness of the mother's punishment of that action then the five most serious actions of the child are as follows:

- | | |
|-----------------------|------------------|
| 1. Disobeying parent | 3. Obstinacy |
| 2. Stealing | 4. Telling a lie |
| 5 Arguing with adults | |

Table 23 presents the mothers' answers to six different questions. The mothers were asked each of the following separately: how much good they felt it did to scold their child, to deprive their child of something he wanted or to beat their child. The results of these questions are presented on the left hand side of Table 23. The mothers were also asked how often they used each of the three types of punishment: scolding, deprivation, and beating.

Looking at the frequency of each of the three types of punishment, it can be seen that 90% of the mothers punish their children by scolding (41.43% would do it often, and 48.57% sometimes), and 52.86% by beating

(2.86% often and 50% sometimes). However, most of the mothers say that they never (45.71%) or only rarely (14.29%) deprive their children of something they want. In terms of the effectiveness of punishment, most of the mothers who use either of the three methods of punishment feel it is effective.

Table 24 presents the type of action for which a mother will scold, beat, or deprive her child of something he wants. As might be expected from seeing Table 23, the type of action for which the largest number of mothers will beat their children is when they are disobedient toward their parents. 31.43% of the mothers say they will use this form of punishment for this reason. While almost half of the mothers said they would deprive their child if he is obstinate to his parents.

On the other hand, only 4.28% of the mothers, when they were asked what type of action would lead to scolding the child, said it would be for his obstinacy to his parents. Rather, scolding is used for such actions as not keeping time (not coming home on time, etc.) or not keeping things in order. Some mothers will scold (17.14%) and some will beat (18.57%) their child for arguing or fighting with his siblings.

TABLE 23
The Effectiveness and Frequency of Different Types of Punishment
N = 70

Type of Punishment	Effectiveness				Frequency						
	Child knows he is wrong	Getting better obey mother	Get results immediately but not in long run	Not Effective Child is in-different	Did not know yet	Never use type of punishment	Often	Some-times	Rarely	Never	Only when child is young
Scold	11.43	55.71	20.00	10.00	2.86	-	41.43	48.57	4.29	-	5.71
Deprive child of something he wants	7.14	35.72	2.86	7.14	1.43	45.71	5.71	31.43	14.29	45.71	2.86
Beat	12.86	47.14	12.81	10.00	-	17.14	2.86	50.00	20.00	14.29	12.86

TABLE 24

Actions of The Child Which Lead to Scolding, Deprivation and Beating

N = 70

Type of Punishment	Action of Child											
	Children argue or hit each other	Child is obstinate parents	Child is naughty	Child shows anger when not satisfied	Telling a lie	Child mistreats younger or other	Not keeping time	Not taking interest in learning	Not keeping order	Inappropriate clothing	Can't remember	Never
Scold	17.14	4.29	10.00	-	-	2.86	37.14	7.14	20.00	1.43	-	-
Deprive of things he wants	4.29	15.71	2.86	-	2.86	2.86	5.71	10.00	7.14	-	2.86	45.71
Beat	18.57	31.43	11.43	1.43	4.28	7.14	4.28	2.86	1.43	-	2.86	14.29

TABLE 25

What Mother would do When the Child

is aggressive with parent

N = 70

What Mother Would Do When The Child is Aggressive	Number	%
Child does not do this but if he did mother would not let him do it	22	31.43
Child does not do it but if he did mother would seriously beat (punish) him.	23	32.86
Child does not do this but if he did mother would scold him.	20	28.57
Mother will make him beg pardon if he does that to parents (or elders)	3	4.28
Let him do first, later on train and teach him.	2	2.86

Table 25 shows that all but 2.86% of the mothers would not let their children express their anger either by their faces or by their actions. Also, all but 7.14% (4.28% and 2.86%) of the mothers would deal with this by some form of punishment, either scolding, beating, or something that will stop the child from doing it.

TABLE 26a

When Mother Demands that Child Must be Immediately Obedient

Mother's Demands	Number	%
Child must obey immediate, personal desires of mother; the child may delay fulfilling other demands of mother.	37	52.86
Child must immediately obey or mother will get angry and scold or punish.	4	5.71
Child must immediately obey because mother wants thing to be orderly.	1	1.43
Child must always immediately obey	28	40.00

TABLE 26b

When Father Demands that Child Must be Immediately Obedient

Father's Demands	Number	%
If father wants child to bring something to him, the child must do it immediately, but if child is told to help with house chores or many other things, it is not necessary to do it immediately.	6	8.57
Father demands strict obedience-child must do what he says immediately.	38	54.29
Depends on father's emotion, if he is in bad temper, he will get angry.	4	5.71
Father is not strict, loves child and always does as the child wants.	21	30.00
No response	1	1.43

Table 26a shows that 52.86% of the mothers thought that their children should immediately obey them if it concerned something directly related to their personal desires. However, if it is not related to their immediate wants, the children can delay. All the other mothers said that the children should immediately obey - no delay is considered possible.

Table 26b shows that most of the mothers (54.29%) thought that their children must always immediately obey their father. However, only 8.57% of the mothers say that the child's father demands that he do things immediately only when it refers to the father's immediate desires. 30.00% said that the fathers were not strict and that they love their children and always do what their children desire.

Table 27 shows the frequency with which mothers use certain types of threats. Each mother was presented with the 17 threats reported in the table, and was asked how often she used each one - often, sometimes, or never.

As is seen in Table 27, the most common threat of mothers is a form of "rejection". Most of the mothers (52.86%) often say to their children "that was not a smart thing to do," and "mama does not like children who act like that" (45.71%). The threats of "rejection" which are not used often are: "Go away! I don't want to see you until you smile (be good)," and "you are not my child, surely. A child of mine would not act like that."


Another common form of threat which is used by most mothers is that others will judge the child badly. A third one used by more than half of the mothers is that the child is hurting his mother. Most mothers often (14.29%) or sometimes (48.57%) say "Mama will think you do not love her if you do these things." A fourth type of threat which is used by about one half of the

mothers is that of judgement by father. The type of threat used least by the mother is that of separation from the mother.

If it is possible to judge the severeness of the threat by its lack of use, it would seem that mothers view most forms of threats called "rejection" are fairly mild while they view "judgement by father" and especially "separation of the mother from the child" as very serious.

TABLE 27

Frequency of Mother's Use of Different Types of Threats
N = 70



Type of Threat	Frequency		
	Often	Sometime	Never
<u>A Rejection</u>			
- That was not a smart thing to do	52.86	44.29	2.85
- Mama does not like children who act like that	45.71	48.57	5.72
- You are acting like a baby	27.14	48.57	24.29
- Are you not ashamed of yourself for acting like that?	14.29	41.43	44.28
- I am not going to talk or listen to you until you behave well.	11.43	38.57	50.00
- Go away I don't want to see you until you smile (are good).	4.29	37.14	58.57
- You are not my child, surely. A child of mine would not act like that.	-	27.14	72.86
<u>Others Will Judge Child</u>			
- Other people will not like you if you behave like that.	2.86	72.86	24.28
- The other children will not play with you if you do not treat them well.	2.86	68.57	28.57
<u>Hurt Mother</u>			
- Mama will think you do not love her if you do those things.	14.29	48.57	37.14
- You are hurting mama's feelings (you are going to make mama cry).	1.43	55.71	42.86
<u>Judgement By Father</u>			
- I am going to tell this to your father when he comes home.	8.57	51.43	40.00
- What would your father think if he saw you acting like that.	2.86	41.43	55.71
<u>Separation From Mother</u>			
- I am going to send you to another place if you keep on acting like that.	2.86	42.86	54.28
- I am going to leave you if you continue acting like that.	2.86	40.00	57.14
- The Phee (ghost) will get you if you don't stop that.	12.86	17.14	70.00
- The policeman will come to catch you (will put you in jail).	8.57	21.43	70.00

TABLE 28

Mother's Perception of When Child Can and Cannot Question Parents

N = 70

When Child can ask question	When Child Cannot Question Parent								Total
	Child should always question	When child told to do something	Style of dressing	When parents angry	Parent wants Child to get things for them	Not safe for Child	Things related to learning (school)	Child should never question	
Child should present his ideas when he has opinion or he is in doubt	14.29	27.14	8.57	1.43	2.86	15.71	5.71	-	75.71
Sometime should question but not all time	-	7.14	-	1.43	1.43	1.43	-	-	11.43
Child can give ideas if he has proper reason	-	-	1.43	-	-	1.43	-	-	2.86
Child can question but mother will make him follow	-	-	-	-	-	1.43	-	-	1.43
Child should obey his parents, he should not question	-	-	-	-	-	-	-	8.57	8.57
Total	14.29	34.28	10.00	2.86	4.29	20.00	5.71	8.57	100.00

TABLE 29

WHO MAKE THE DECISION ABOUT CHILD'S EDUCATION AND CAREER
(N = 70)

Education	Career			Total
	one or both parents alone	one or both parents and child	not know yet	
one or both parents alone	28.57	35.71	2.86	67.14
one or both parents and child	7.14	25.72	-	32.86
Total	35.71	61.43	2.86	

In Table 29, if we consider the educational and career decisions together, we see that 28.57% of the mothers felt that in both education and career only the parents (one or both) should make the decision, 25.72% of the mothers thought in both education and career the parents (one or both) and the child should make it together; 35.71% of the mothers said that one or both parents should make the decision about the child's education but the child should be involved in the choice of career; and 7.14% of the mothers felt the child should be involved in the decision about their education but not in that about the choice of a career.

TABLE 30

MOTHER'S DESIRED OCCUPATION FOR CHILD AND REASON

Mother's desire	Mother likes profession of Doctor	Mother wants the child to do this	Make money and help others	Child is smart	Suitable for girl	Others	Total
Doctor or Scientist	17.14	2.85	12.85	7.14		4.28	44.26
Architecture		1.43		5.71	1.43		8.57
Arts or Education		1.43			8.57		10.00
Lawyer, Judge, Diplomat		1.43		2.86		2.86	7.15
Engineer			2.86	2.86		1.43	7.15
Accountant			2.86			1.43	4.29
Soldier		1.43		1.43		1.43	4.29
Up to the child			1.43			10.00	11.43
Others		1.43		1.43			2.86
Total	17.14	10.00	20.00	21.43	10.00	21.43	

As seen in Table 30, most of the mothers (44.26%) would like their child to be a doctor; a few mothers expected their child to study one of the following, arts or education, architecture, law or diplomacy or engineering. A number of mothers did not expect their child to be anything; they felt that it was up to the child's ability. A great number of the mothers say that the reason for their desires is that the child is smart (21.43%) or that the desired occupation will enable their child to make money and help others (20%). The reason for the large number of "others" (21.43%) is that there was a very great variety of different types of answers.

TABLE 31

THE AMOUNT OF EDUCATION MOTHERS WOULD LIKE THEIR SON AND DAUGHTER TO HAVE
(N = 70)

Amount of Education	Son	Daughter
As high as he can	20.00	22.86
University	55.71	45.71
Send abroad after child gets B.A. in Thailand	12.86	7.14
Send abroad after finishing matayom 8 and can't enter University	5.71	4.29
Send abroad after finishing mathayom 8 even if they can enter university in Thailand	4.29	1.43
Send abroad before matayom 8	1.43	
No son or daughter	-	18.57

Table 31 indicates that all of the Thai middle class mothers would like their children to have a university education or as much education as they can. It is interesting that 12.80% of mothers would send their son abroad after he receives a Bachelor's Degree in Thailand, and 7.14% would do the same for their daughter.

PARENTS' EXPECTATION OF CHILD'S GRADES
(N = 70)

Parents' Expectations	Number N = 70	%
Expect to get high marks because he was smart in the past	1	1.43
Expect to get high marks because he learns easily	3	4.28
Expect to get high marks for the child's future	30	42.86
Expect to get high marks so the child can enter university and future education	4	5.71
Expect to get high marks to make parents proud of him and he proud of himself and to make parents happy	10	14.29
Expect to get high marks for the child's and family's name	18	25.71
Expect to get high marks in order not to waste money	1	1.43
Expect and satisfied with grade B	1	1.43
Does not expect high mark because mother doesn't like to be strict with the child	2	2.86

Table 32 indicates that all but 4.29% (1.43% + 2.86%) of the mothers (70 mothers) expected their children to get high marks; 42.86% of them gave the reason "for the children's future"; 25.71% of mothers said "for family's name and for the children themselves," and 14.29% said "in order to make parents proud of their children and children proud of themselves."

TABLE 33

MOTHER'S REACTION IF CHILD FAILS IN SCHOOL

(N = 70)

What would mother feel if child fails	What would mother do to them						Total
	Comfort and encourage child to relearn	Scold & withdraw thing he wants	Both scold and encourage	Scold & be strict to make child do well	Find out cause & hire special teacher	Do every-thing possible	
Sorry	40.00	4.28	2.86	8.14	7.14	1.43	62.85
Sorry and disappointed	1.43		1.43	2.86			5.72
Disappointed	4.28		1.43		2.86		8.57
Indifferent	5.71	1.43	1.43	1.43	2.86		12.86
Never thought of it before, would be surprised	4.28				1.43		5.71
Waste time	2.86					1.43	4.29
Total	58.56	5.71	7.15	11.43	14.29	2.86	

As seen in Table 33, most of mothers (62.85%) would feel sorry if their children failed in school; 12.86% of mothers would feel indifferent and 8.57% would feel disappointed, 5.72% of mothers said they never thought of it before and they would be surprised.

The most common way to treat their children if they do fail is to comfort and encourage them to learn again. A number of mothers said they might scold and withdraw things (5.71%), encourage or scold (7.15%) and scold and be strict (11.43%).

TABLE 34
 WHAT MOTHERS TAUGHT CHILD BEFORE THEY ENTERED SCHOOL
 (N = 70)

Things Mother Taught Child	Number N = 70	%
Teach things related to school only	26	37.14
Teach things related to school, housework and manners	8	11.43
Teach things related to school, manners	16	22.85
Teach only manners	3	4.29
Teach things related to school and house work	3	4.29
Teach things related to school and other	4	5.71
Not teach the child	10	14.29

Table 34 shows that all but 14.29% of the mother taught their children about things related to school and other things before they entered school. The largest number of mothers taught things related to school only (37.14%), the next largest number taught manners (22.85%).



TABLE 35

THE PERSON WHO HELPS THE CHILD WITH HOMEWORK
(n = 70)

People who help the child with home work	Number N = 70	%
Father	18	25.71
Mother	9	12.86
Father and Mother	14	20.00
Older Brother or Sister	11	15.71
Parents and Older Brother or Sister	5	7.14
Father and Older Brother or Sister	3	4.29
Mother and Older Borthor or Sister	2	2.86
Is able to do it by himself	2	2.86
Others	6	8.57

Table 35 shows that when the children did their homework and needed help they would ask their fathers (25.71%) or ask both father and mother (20.00%). 15.71% of the mothers said that their children would ask their older brothers or older sisters for help. Only 2.86% of the mothers said their children did their homework by themselves without asking for help.

Table 36
REACTION OF CHILD UPON FIRST ENTRY TO SCHOOL

(N = 70)

How does the child act when he first went to school	REASON								Total
	Child wants to go because the child likes to learn	The child likes teacher and he goes with nurse maid or mother	Older brother or sister or friend goes to school. Or play at school	Child cannot adapt to new friend	Teacher is strict, child doesn't like school	The child is too close so mother or nurse maid	Child is not healthy	Parents told the child or take him to school	
Child like to go	12.86	5.71	32.86					7.14	58.57
Child does not want to go, cry				8.57	1.43	17.14	1.43		28.57
Indifferent			1.43		1.43			5.71	8.57
At first he like but later doesn't				2.86					2.86
Don't know							1.43		1.43
Total	12.86	5.71	34.29	11.43	2.86	17.14	2.86	12.85	

Table 36 shows that 58.57% of the mothers said their children liked to go to school.

Out of 58.57% of the mothers, 28.57% said their children did not want to go to school and cried.

8.57% said the children were indifferent. The main reasons for the children who did not want

to go to school or who cried when they went to school were because they were very close to their

mother (8.57%), nursemaid (philiang) (17.14%) or that the children could not adapt to new friends.

(11.43%)

TABLE 37

Mother's Perception of Father's Strictness Towards the Child

Father's Strictness	Number N = 70	%
Strict about studying & behavior (in general)	13	18.57
Strict about order coming back late from school	9	12.86
Not too strict	27	38.57
Not strict, father always tamchai (indulges child)	18	25.71
Depends on Father's emotion	3	4.29

TABLE 38

Mother's Disagreement with Father's Discipline of the Child

Mother's Perception of Father's Discipline	Number N = 70	%
Father never Disciplines child	37	52.86
Father Hits child too hard	15	21.43
Father is too Emotional & says strong words	7	10.00
Father Scolds & Complains too much	9	12.85
Father is not sure about when to Discipline	2	2.86

Table 37 shows that many fathers are not very strict (38.57% and 25.71%) with their children; 18.57% of the fathers are said to be strict about studying and behavior; 12.86% of the fathers are said to be strict about orderliness and coming home on time from school.

Table 38 shows that 52.86% of the mothers state that fathers never discipline their children; 21.43 said the father beat the children too hard, and 12.85% of the mothers said the father scolds the children too much.

TABLE 39

Mother's Perception of Whether or Not Father Participates in Bringing up Child

Father's Participation	Number N = 70	%
Father participates in every thing, related to the child's feeding, training, etc.	19	27.14
Father participates in training, deciding what child ought or ought not to do	6	8.57
Father deals with a serious thing serious mistakes, permission for child to go some place or stay with another overnight	4	5.72
Father participates in education, discipline, and permission to do things	19	27.14
Father participates in education, discipline training and punishing	13	18.57
For general, Father ought to take responsibility	9	12.86

Table 39 shows that all mothers think that the father should participate in child rearing practices. 27.14% of the mothers think the father should participate in every thing. An equal number of mothers think that the father should participate in education, discipline, and permission; 18.57% of the mothers stated that the father has to share in the education, discipline, training, and punishment of the child.

The Person Who Disciplines the Child

One Who Disciplines the Child	Number N = 7	%
Mother	47	67.14
Both mother and father	6	8.57
Sometimes mother sometimes father	4	5.72
Father	6	8.57
Father disciplines child in relation to learning serious mistakes, etc.	7	10.00

Table 40 indicates that most of the mothers (67.14%) discipline their children when mother and father are together; 14.29% of the mothers said that either mother or father punishes the child or sometimes one of the other. 10% of the mothers said that the father punishes the child when he does something serious.

