Scoping Review

Improving parenting skills to prevent negative discipline in children: a scoping review

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Abstract

Negative discipline violates children's rights, including their right to physical integrity, dignity, health, and protection from violence. It can lead to harmful outcomes such as poor social relationships, weak moral development, stress, and mental health issues. This research aims to highlight the importance of parental education, economic conditions, family environment, and social influences in shaping children's discipline patterns. A scoping review was conducted to identify the latest scientific evidence related to negative discipline in children. Articles were sourced from PubMed, ScienceDirect, and Wiley Online Library databases. A total of 11 articles were selected based on the Joanna Briggs Institute (JBI) criteria. Keywords used in the search included Parenting*, Child Rearing*, discipline*, harsh discipline*, punitive violence*, corporal punishment*, and physical punishment*. The review focused on articles published in English between 2019-2023 about parenting skills to prevent negative discipline. Parental education, both formal and religious, is critical in shaping how parents manage and discipline their children's behavior. Lower economic status often leads parents to adopt negative discipline due to financial and emotional stress. Additionally, parents' negative childhood experiences influence their parenting approaches. These factors negatively affect children's psychological and emotional development. Children subjected to negative discipline are more likely to experience anxiety, fear, and communication difficulties with their parents, potentially damaging the parent-child relationship and contributing to aggressive behavior.

Keywords: child; negative discipline; parenting skills; positive parenting; scoping review

1. Introduction

Negative discipline is a violation of children's rights to respect for their physical integrity and human dignity, health, development, education, and protection from violence and other cruel or degrading form of punishment (WHO, 2021). Negative discipline in children is an approach that emphasizes oppression or punishment as a response to behavior that violates rules or norms (Mowen et al., 2020). This approach is less desirable, but it is frequently applied in certain cases, for example by using physical violence, such as hitting, pinching, and slapping children as a kind of punishment for behavior that is considered incorrect (Wiggers & Paas, 2022).

Globally, negative discipline is common, both at home and at school. Data show that 60% of children aged 2 - 14 years have experienced physical punishment from their parents (WHO, 2021). UNICEF data from nationally representative surveys in 56 countries between 2005 and 2013 show that about 6 in 10 children aged 2 - 14 years were victims of Negative discipline performed by adults at home. On average, 17% of children are subjected to severe negative discipline (hitting the head, face, and ears or being hit hard and repeatedly), but in some countries, this figure exceeds 40% (UNICEF, 2023). Simfoni PPA or Online Information System for the Protection of Women and Children data show 29,884 cases of violence in Indonesia in 2023. It also reveals that 7,583 people are

perpetrators of violence against children with a high proportion of friends or girlfriends (28%) and parents (21%). The case mainly occurred at home (53%) and at schools (9%) (SIMFONI-PPA, 2023).

The Ministry for Women's Empowerment and Child Protection (KPPPA) has eliminated Negative discipline in children and encouraged more positive discipline (Heilmann et al., 2021). Child abuse is often not disclosed publicly because it is considered a private matter resulting in ongoing trauma and even passing on violent behavior to the next generation (Suci et al., 2023).

Negative discipline in children can increase the risk of bad outcomes such as behavioral and emotional problems, problematic social and parent-child relationships, weaker moral internalization, impaired language and intellectual development, and unregulated stress responses (Vanderfaeillie et al., 2023). Negative discipline affects children's mental and physical well-being and even more "moderate" punishment is associated with atypical brain function in areas found to be affected by more severe abuse, indicating that "spanking" affects children's brain development (Cuartas et al., 2021).

Factors affecting parents to justify negative discipline to train discipline are a lack of parenting knowledge where parents are not aware or have no knowledge about alternative methods that are more effective in disciplining children and they believe that negative discipline is the only way to teach children about limits and consequences (Kuppens & Ceulemans, 2019). The literature review was conducted to explore and synthesize current evidence regarding the impact of parenting practices on child behavior. Understanding how parental education, socio-economic factors, and childhood experiences influence disciplinary approaches is crucial for developing effective strategies to prevent negative discipline.

This research aims to highlight the importance of parental education, economic conditions, family environment, and social influences in shaping children's discipline patterns.

2. Research Method

This scoping review used the Arksey and O'Malley model which consists of some stages such as identifying review questions, identifying relevant sources, selecting studies, mapping data and compiling, summarizing, and reporting the results (Arksey & O'Malley, 2005).

2.1. Focus Review

The focus of the question in this scoping review is "How to improve parenting skills in prospective parents to prevent negative discipline in children?".

2.2. Framework

The second stage was formulating clinical questions using a special framework, called Population, Exposure, Outcomes, and Study Design (PEOS).

Table 1. Framework

Population	Exposure	Outcomes	Study Design
Bride-to-be	Parenting skills to prevent negative discipline in children	Improvement	Any articles discussing parenting skills to prevent negative discipline in children

2.3. Inclusion and Exclusion Criteria of the Article

The author determined the following inclusion and exclusion criteria for selecting the article:

Table 2. Inclusion and Exclusion Criteria of the Article

Inclusion Criteria	Exclusion Criteria
a. Articles published in English	a. Opinion Papers

Inclusion Criteria	Exclusion Criteria
b. Articles published in 2019-2023	b. Short Review
c. Articles discussing parenting skills to prevent negative discipline in children	c. Review Article d. Commentary

2.4. Identifying Relevant Studies

The author used relevant databases such as PubMed, ScienceDirect, and Wiley Online Library. The search used some keywords, namely Parenting* OR Parenting style* OR Child Rearing* AND discipline* OR harsh discipline* OR Child beating* OR punitive violence* OR Corporal punishment* OR physical punishment*. The author determined the inclusion and exclusion criteria to filter the relevant articles. The inclusion criteria were (1) Articles published in English; (2) Articles published in 2019-2023; and (3) Articles discussing parenting skills to prevent negative discipline in children. Meanwhile, the exclusion criteria were (1) Opinion Papers; (2) Short Review; (3) Review Article; and (4) Commentary. After obtaining articles that met the inclusion and exclusion criteria, the articles were further analyzed based on the Joanna Briggs Institute (JBI).

2.5. Selecting the Article

The process of filtering article data used PRISMA (Preferred Reporting Items For Systematic Reviews And Meta-Analyses) because it is considered appropriate to improve the quality of publications (Page et al., 2021).
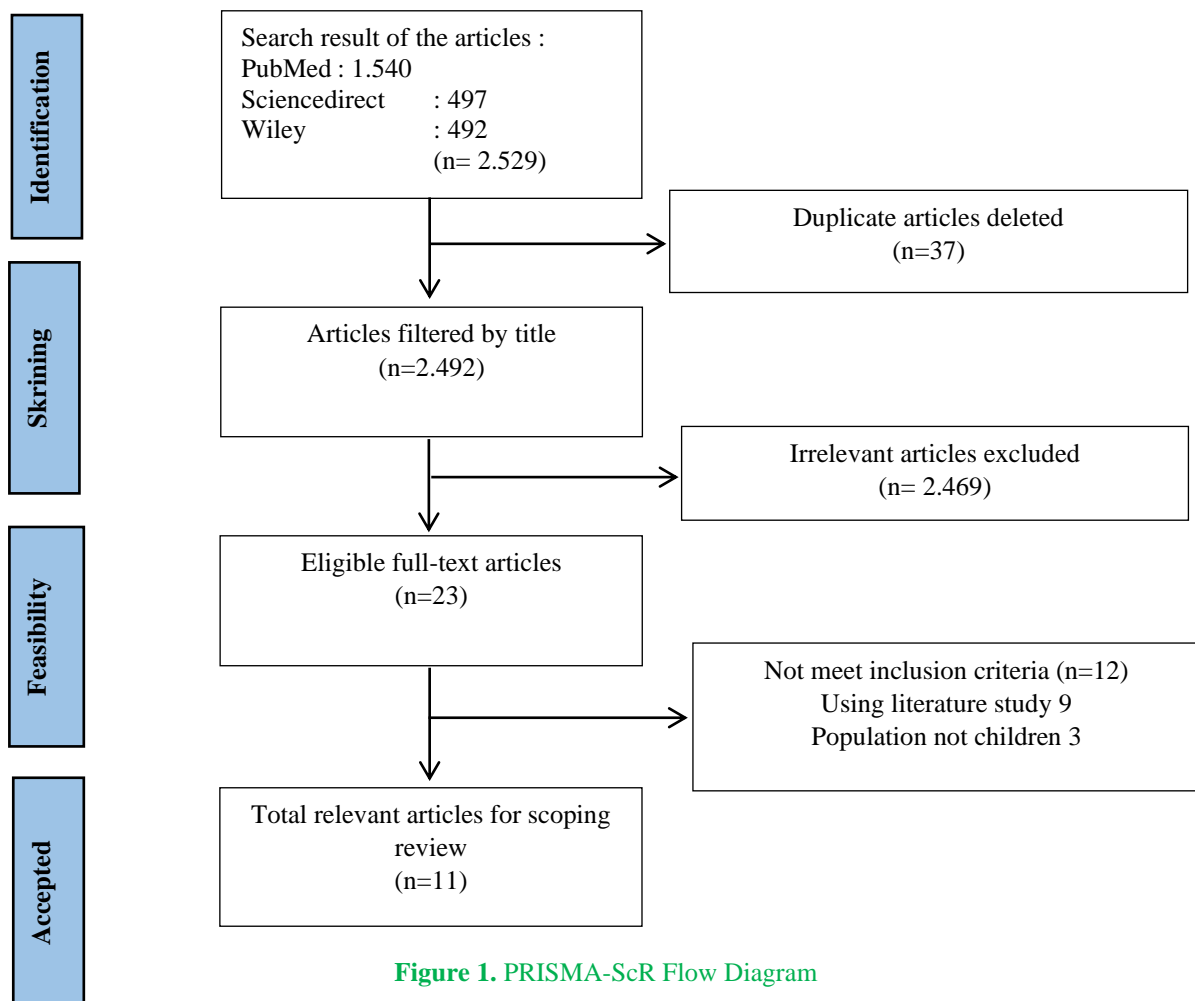

Figure 1. PRISMA-ScR Flow Diagram

2.6.Data Charting

Data charting used the data mapping approach adopted from the Joanna Briggs Institute which includes author, title, year, country, data collection method, type of research, participants/sample, and results (Nguyen et al., 2019).

Table 3. Data Charting

No.	Author/ Year	Objective	Methods	Results
1.	Cano-Lozano et al., (2021)	Identify the relationship between Punitive Discipline and Child-to-Parent Violence: The Moderating Role of the Context and Implementation of Parenting Practices	Population: university students aged 18 and 25 years. Sample: 1.543 students. Research Instrument: Questionnaires Research design: cross-sectional	The results showed that parental stress, ineffectiveness, and impulsivity increased the negative effects of punitive discipline on child-to-parent violence. There was no moderating effect of parental support. The disciplinary effects of corporal punishment were stronger on men than on women.
2.	Hughes et al., (2022)	Identify parental Adverse Childhood Experiences and Perpetration of Corporal Punishment in Children in Wales	Population: Welsh adult (aged ≥ 18 years) Sample: 720 people Research Instrument: Questionnaires Research Design: cross-sectional	The results showed that overall, 28.2% of parents have practiced corporal punishment to their children, and 5.8% have done so in the past year. Corporal punishment to children increased along with the number of Adverse Childhood Experiences (ACEs). Parents with ACEs were almost three times more likely to practice corporal punishment to their child and eleven times more likely to practice it recently. Most parents (88.1%) who reported recent child physical punishment had a history of ACEs. Meanwhile, over half of them stated have been hit by a child.
3.	Fleckman et al., (2021)	Educating Parents about Corporal Punishment and Effective Discipline: Pediatricians' Preparedness, Motivation, and Barriers	Population: pediatricians Sample: 1,500 pediatricians Research Instrument: Questionnaires Research Design: cross-sectional	Pediatricians were ready to advise parents about child discipline, especially physical abuse. They thought that their colleagues are less prepared than themselves. The majority (72%) of respondents believe it is "very" likely that parents value their advice on child discipline. Around 36% of parents believe that children are "very" likely to follow their advice.
4.	Afifi et al., (2019)	Identify the relationship between corporal punishment and child abuse during childhood with antisocial behaviors in adulthood	Population: civilian, non-institutionalized adults 18 years old and older, Sample: 36,309 people Research Instrument: National Survey on Alcohol and Related Conditions Wave	The prevalence of corporal punishment and child abuse was 18.1% and 46.7%, respectively. Corporal punishment (adjusted β, 0.62; 95% CI, 0.50-0.75), child abuse (adjusted β, 0.65; 95% CI, 0.60-0.69), and corporal punishment and child abuse (adjusted β, 1.46; 95% CI, 1.38–1.54) were associated with

No.	Author/ Year	Objective	Methods	Results
			Research Design: cross-sectional	adult antisocial behavior. Corporal punishment and/or child abuse contribute 45.5% and 47.3% of antisocial behavior among male and female adults in the US.
5.	Bellina et al., (2020)	Identify the relationship between parenting measures and parents and child psychopathological symptoms	Population: children and teenagers Sample: 272 people Research Instrument: Questionnaires Research Design: cross-sectional	The regression model showed that maternal internalizing symptoms significantly influenced children's externalizing behavior problems. The higher the levels of maternal pathology, the higher the levels of child psychopathology. There was a total mediation effect of parenting measures where the higher the internalizing symptoms in mothers, the lower the levels of affirmation which eventually predict high levels of externalizing psychopathology in children.
6.	Alsarhi et al., (2019)	Identify Maternal Harsh Physical Parenting and Behavioral Problems in Children in Religious Families in Yemen	Population: children and teenagers Sample: 272 people Research Instrument: Questionnaires, observation of disciplinary video task, and sketch experiment Research design: cross-sectional	The results showed no direct relationship between physically harsh parenting, maternal religiosity, and child behavior problems. However, maternal religiosity significantly moderated the relationship between harsh physical parenting and child behavior problems. Thus, religious parents tend to have a more positive association between corporal parenting and child behavior problems than those with a lower religiosity level. Maternal religiosity moderated the relationship between corporal punishment and children's behavioral problems.
7.	Ateah et al., (2023)	Identify the implementation of positive discipline in everyday parenting (PDEP) in marginalized populations in Bangladesh	Population: parents living in low-social economic areas in Bangladesh Sample: 857 people Research Instrument: Questionnaires Research Design: cross-sectional	After completing the program, parents' approval of corporal punishment decreased. Parents increased their understanding of positive discipline and more confidence in their parenting skills. Before taking the PDEP Program, most parents (64%) felt like they didn't know what to do as parents. This program indicates the potential to reduce the use of corporal punishment by marginalized parents in Bangladesh
8.	Carroll, (2022)	Identify the of positive discipline parenting program on parenting style and child adaptive	Population: parents Sample: 91 people Research Instrument: Questionnaires Research Design: quasi-	The results of the study showed that attendance at a positive discipline parenting workshop was associated with a decrease in authoritarian parenting style, permissive parenting style, and

No.	Author/ Year	Objective	Methods	Results
		behavior	experimental studies	parental stress. Besides, it was associated with increased child academic competence, and decreased externalizing-hyperactive behavior (both are parent's reports).
9.	Beatriz & Salhi, (2019)	Identify child discipline in low- and middle-income countries	Population: low-and-middle-income parents from 32 countries Sample: 231,221 people Research Instrument: Multiple Indicator Cluster Survey Research Design: cross-sectional	The use of psychological and physical discipline and beliefs in the benefits of physical discipline were considered as the stressor at the state level. Lower-income households were associated with increased disciplinary practices and violence. They were also associated with an increased possibility of violent discipline, even when caregivers did not believe in its use.
10.	Ofoha et al., (2019)	Identify a community-based intervention program to reduce violent discipline and other forms of negative parenting practices in Nigeria	Population: all parents in Nigeria who have children aged 3–12 years Sample: 300 parents Research Instrument: screening measure, self-report questionnaires, structured observation guide, observation checklist and a survey feedback Research Design: quasi-experimental studies	The result of the study showed positive changes in parents' beliefs, attitudes and practices regarding raising children. The application of community-based parenting education programs developed within the framework of cognitive dissonance theory and social learning theory can be used to engage parents in changing their negative beliefs, attitudes and practices that tend to encourage children to do the same and can affect parents' ability to apply non-violent disciplinary methods in child training.
11.	Khan & Renk, (2019)	Identify maternal ACEs, depressive symptoms, parenting, and attachment as predictors of children's problems	Population: mothers with children aged 1-5 years Sample: 146 mothers Research Instrument: Questionnaires Research Design: cross-sectional	ACEs, depressive symptoms, and punitive parenting behaviors lead to unique externalizing problems in children. Trauma-informed interventions is important for high-risk mothers who may be involved in the child welfare system and their children who tend to show emotional and behavioral problems in making child custody decisions.

3. Results And Discussion

After completing data charting, the researcher critically reviewed the quality of the journal including assessing potential methodological bias or systematic errors in the selected journals to consider findings (Stanhope & Weinstein, 2022). This study involved 11 articles as presented in the table above. They were assessed using the JBI, a critical appraisal tool that is freely available to systematic reviewers and researchers investigating the methodological limitations of primary research (Barker et al., 2022).

Each method has a different Critical Appraisal checklist. The assessment obtained 8 good quality articles with grade A and 3 articles with grade B.
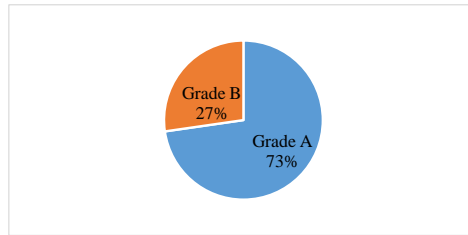

Figure 2. Analysis by Article Grade

Based on the diagram above, the articles were obtained from some countries, such as the United States (4 articles), Spain (2 articles), Wales (1 article), Italy (1 article), Yemen (1 article), Bangladesh (1 article), and Nigeria (1 article).
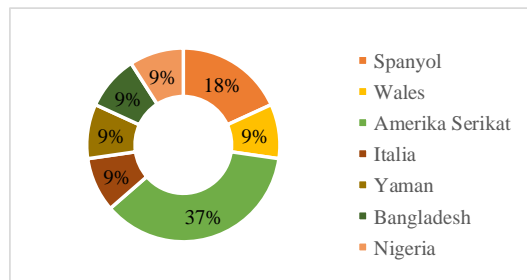

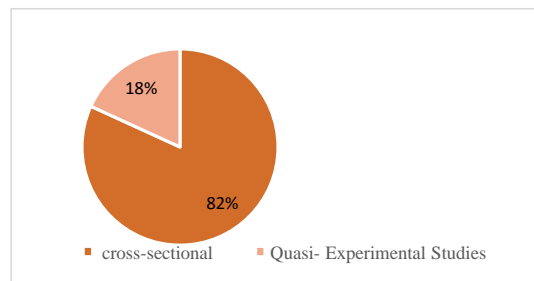**Figure 3.** Analysis by Country

Figure 4. Analysis by Type of Study

Based on the diagram above, 9 out of 11 articles used a cross-sectional design and 2 other articles used a quasi-experimental design.

Theme Mapping

1) **Geographical Characteristics**

   The systematic search obtained ten articles published in 2019-2023. The articles were obtained from Spain, Wales, the United States, Italy, Yemen, Bangladesh, and Nigeria.

2) **Thematic**

   Based on the results of the review, some themes were in accordance with the focus of the review, namely:

Table 4. Theme Mapping

Theme	Sub-theme	Article
Factors influencing negative discipline in	1. Education	3,8 & 10

Theme	Sub-theme	Article
children	2. Economic Status	3 & 9
	3. Environment	1,2,4 & 10
	4. Social influence	1 & 10
Impacts of negative discipline	1. Experiencing anxiety	5 & 11
	2. Unhealthy thought patterns	1,6 & 7
	3. Damaging parent-children relationships	1 & 7
	4. Mental disorders	2,4,7
	5. Aggressive behavior	2,6

Based on the results of reviewing 10 articles, some articles discuss factors influencing negative discipline in children and the impact of negative discipline in children.

3.1. Factors Influencing Negative Discipline in Children

Values and norms in the socialization process can influence child care. Parental education can shape behavior and attitudes toward raising children, including disciplining the children and setting the rules in the family (Ludeke et al., 2021). Parental education provides the basic knowledge and skills needed to educate children. Parents with good education tend to have a better understanding of children's development and needs, so they can provide more effective educational approaches (Lu et al., 2023). Parents do not only need formal education but also Islamic education to teach the importance of religious values to children. Strengthening children's understanding of Islamic morals and etiquette can help children understand the consequences of their actions and avoid unwanted behavior (Yulianingsih, 2021).

Parental education can also influence their knowledge and skills in controlling children's behavior. Parents who have received education or training on positive and effective discipline approaches tend to use better strategies in dealing with children's behavior problems and avoid negative discipline (Ofoha et al., 2019). This educational foundation provides parents with the knowledge and skills needed to handle challenging behaviors in children with more patience and understanding, promoting healthier and more supportive parent-child interactions. This is in line with the research conducted by Abimanyu et al (2023), which states that parental education is very important in educating children. In addition, parental education influences the values and norms to be developed in children, for example, honesty, hard work, empathy, and respect for differences, which are often learned and imitated by children from their parents (Kong & Yasmin, 2022; Fleckman et al., 2021).

Low economic status is highly associated with the use of negative discipline and low economic status can cause emotional tension and frustration influencing parents' ability to respond to children's behavior more positively and constructively (Beatriz & Salhi, 2019). Low economic status can also limit parents' access to resources which can help them in educating their children better. For example, lack of access to education or family and social support affects parents' ability to understand and implement more positive discipline strategies (Silverman et al., 2023).

Parents with low economic status have a different perception of authority and power and they tend to use negative discipline to educate their children and maintain or control situations due to the feeling of having less power or authority (Keijer, 2021). However, parents with high economic status tend to have better access to education, health, and social support which can help them to develop knowledge and skills in educating children and managing negative behavior without having to rely on negative discipline (Poon, 2020).

Family environment is one of the factors influencing ways of educating children and giving negative discipline (Bush et al., 2020; Ofoha et al., 2019). Parents' experiences in receiving negative discipline during their childhood also influence their approach to punishing their children. Excessive negative discipline or physical punishment experienced during their childhood makes parents tend to apply the same parenting style to their children (Wiggers & Paas, 2022). Parents with adverse childhood experiences are almost three times more likely to physically punish their children (Hughes et al., 2022).

In addition, the family environment plays an important role in shaping the values and norms of educating children. If the family accepts violence or corporal punishment to control behavior, parents will tend to use negative discipline to educate their children (Sugiarti et al., 2022). Interactions between family members also influence the way parents apply discipline, for example, parents with poor communication or tension will be more likely to use negative discipline in response to the child's behavior (Yoanita, 2022).

Social influence plays a significant influence in how parents apply negative discipline to children (Kelty & Wakabayashi, 2020). Social experiences can be in the form of parents' interactions with their surrounding environment including friends, neighbors, and the community. Social experiences also influence parents' perceptions and knowledge about effective discipline methods. For example, if they see or hear that other people use corporal punishment or harsh discipline and they are effective in controlling their child, then they tend to imitate them (Masiran et al., 2023). Culture and society influence gender roles in educating children. For example, in some cultures, men are considered more powerful and they are expected to use corporal punishment in educating children. On the other hand, women are more associated with education, gentleness, and a more empathetic approach (Cano-Lozano et al., 2021).

3.2.Impacts of Negative Discipline

Referring to Islamic teaching, the most important approach to parenting is based on love, understanding, and patience. The Prophet Muhammad is the best example of raising children with love and understanding. The Prophet always provides good examples and advice (Pingky et al., 2022). Tarbiyah principles emphasize that children's education must be carried out with love, patience, and understanding. Following such teaching will help prevent negative discipline and strengthen parent-children relationships (Fitria, 2020).

Negative discipline can cause psychological problems in children. Frequent negative discipline results in anxiety and fear in children so they become afraid to make mistakes or express their opinions due to afraid of punishment (Khan & Renk, 2019; Bellina et al., 2020). Negative discipline can interfere with a child's emotional development. Children who experience frequent negative discipline will internalize their anger into aggressive behavior or uncontrolled anger (Wiggers & Paas, 2022). Giving rewards and praise to children for good behavior is more effective than applying negative discipline (J. Wu et al., 2022).

Children who experience negative discipline can have unhealthy thoughts about themselves where they see themselves as bad or worthless people or even see other people always have the potential to punish them (An, 2022). The outcome of negative discipline covers antisocial behavior, negative psychosocial behavior, child behavior problems, and academic failure (Alsarhi et al., 2019). Meanwhile, Carroll (2022) states that positive parenting will improve children's academic achievement (Carroll, 2022).

Negative disciplinary punishment can also damage child-parent relationships causing children to feel unsafe and unloved by their parents (Cano-Lozano et al., 2022; Ateah et al., 2023). Children develop fears and concerns about their relationships with parents and this condition can affect their

overall emotional development (Frosch et al., 2021). Children who frequently receive negative discipline are more susceptible to stress and difficulty in dealing with their emotional challenges. For example, losing a sense of trust and support from parents makes children find it difficult to face challenging situations (Wiggers & Paas, 2022).

Negative discipline makes children reluctant to communicate with their parents, and even they will feel afraid or uncomfortable sharing their thoughts, feelings, or problems with their parents (Jiang et al., 2023). Effective communication between parents and children is key to preventing negative discipline. Listening attentively, speaking gently, and explaining the consequences of their actions clearly can help children understand and change their behavior (Ofoha & Ogidan, 2020).

Negative discipline can also cause aggressive behavior in children. Children's behavior is influenced by learning experiences, parents, and the surrounding environment (Wiggers & Paas, 2022). The more parent applies corporal punishment, the more aggressive their children will be in the long term (Alsarhi et al., 2019). Frequent negative discipline such as corporal punishment or humiliation makes children learn that aggressive behavior is an effective way to solve problems or get what they want (Ateah et al., 2023). Moreover, negative discipline can also produce feelings of anger, frustration, and injustice in children which can trigger aggressive behavior in response to the negative experiences (W. Wu & Chen, 2022). The increase in violence is generally followed by poorer mental health and physical health outcomes in the long term (Afifi et al., 2019; Ateah et al., 2023).

4. Conclusion

Parental education, both formal and religious, is critical in shaping how parents manage and discipline their children's behavior. Lower economic status often leads parents to adopt negative discipline due to financial and emotional stress. Additionally, parents' negative childhood experiences influence their parenting approaches. These factors negatively affect children's psychological and emotional development. Children subjected to negative discipline are more likely to experience anxiety, fear, and communication difficulties with their parents, potentially damaging the parent-child relationship and contributing to aggressive behavior. This study provides valuable insights into the factors influencing negative discipline and its impact on children's psychological and emotional development. Future research could expand on the findings by examining the long-term effects of positive versus negative discipline on children's behavior and well-being.

Acknowledgements

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