

## Nonviolent Communication Skills for Parents to Support Love and Happy Family การสื่อสารอย่างสันติให้กับผู้ปกครอง เพื่อเสริมสร้างความสัมพันธ์ในครอบครัว

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### Abstract

The objectives of this research were 1) To develop an interpersonal communication skill based on Nonviolent Communication (NVC) adult education program 2) To investigate effectiveness of this training and follow up communication practice for creating policy. The sample for this research was selected from ten volunteer parents of Satit Prasarnmit Demonstration Secondary School. It was conducted once a week for 7 weeks: 3 hours per week and 21 hours in total; including 21 days follow-up after the training. The research instruments were NVC training management assessment and follow-up interviewing form. The data were analysed by mean, standard deviation, and t-test. The result of the study was as follows: 1) After implementation of the NVC training program; parents have the average scores of family communication in post-test higher than pre-test scores. The survey indicated that parents' overall satisfaction with the training program. 2) The evaluation of the training program founds that content of the training program and facilitators were impressed by parents. As for the follow-up of the practice results, it was found that parents are lacking continuity in applying NVC with their children. Parents also suggested that the NVC program would provide for school corporations with parents, students, and community policy. The parents suggest bringing in the NVC to develop school policy. This strategy is for an understanding relationship and for getting to know students' problems so they can solve problems immediately.

**Keywords:** The result of adult program, Nonviolent Communication skills (NVC), Parents, Happy Family

## บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อพัฒนาทักษะด้านการสื่อสารภายในครอบครัวของผู้ปกครองด้วยกระบวนการฝึกอบรม การให้การศึกษาแก่ผู้ใหญ่ 2) เพื่อประเมินผลการจัดอบรม และติดตามผลการฝึกทักษะการสื่อสารอย่างสันติของผู้ปกครอง สรุปผลออกมาเป็นเชิงนโยบาย กลุ่มตัวอย่างเป็นผู้ปกครองนักเรียนโรงเรียนสาธิตศรีนครินทร์วิโรฒประสานมิตร ระดับมัธยมศึกษา จำนวน 10 คน โดยวิธีการสมัครใจเข้ารับการอบรม โดยใช้เวลาในการเข้าร่วมกิจกรรมจำนวน 7 ครั้ง ครั้งละ 3 ชั่วโมง รวม 21 ชั่วโมง และการติดตามผลภายหลังการเข้าร่วมกิจกรรมในชั้นเรียนอีก 21 วัน ผลการวิจัยพบว่า 1) ภายหลังจากผู้ปกครองได้เข้าร่วมกิจกรรมการสื่อสารอย่างสันติแล้ว ผู้ปกครองมีทักษะการสื่อสารภายในครอบครัวสูงขึ้นในทุกทักษะการสื่อสาร 2) การประเมินผลการจัดอบรม พบว่าผู้ปกครองมีความพึงพอใจในเนื้อหาการเรียนรู้ทักษะการสื่อสารอย่างสันติ และพึงพอใจในตัวผู้อำนวยความสะดวกกิจกรรมฝึกอบรมมาก ในส่วนของการติดตามผลการฝึกปฏิบัติ พบว่า ยังขาดความต่อเนื่อง ความคงทนในการนำทักษะการสื่อสารไปใช้กับบุตรหลาน แต่เห็นว่าควรนำทักษะการสื่อสารอย่างสันติมาประยุกต์ใช้เพื่อปรับรูปแบบการสื่อสารของโรงเรียนที่มีต่อนักเรียน ผู้ปกครอง และชุมชน เพื่อสร้างความเข้าใจต่อกัน รับทราบปัญหา และดำเนินการช่วยเหลือแก้ไขปัญหาของนักเรียน ได้อย่างทันท่วงที

**คำสำคัญ:** ผลของการจัดกิจกรรมฝึกอบรมการศึกษาผู้ใหญ่ การสื่อสารอย่างสันติ ผู้ปกครอง การเสริมสร้างความสัมพันธ์ในครอบครัว

## Introduction

Youth is an important resource of the country. They are a vital force of economic progression, responding to the labor market. The world has changed rapidly from the digital technology era, to entering an aging society. Families are smaller, the rate of childhood population is decreasing, and life is urgent (Office of the National Economics and Social Development Council, 2021). In addition, the impact of school closure due to the Covid-19 pandemic, has been affecting education, nutrition, safety and mental health, quality of life of children and youth (United Nations Children's Fund-UNICEF Thailand, 14 April 2020).

The government has established national policies and strategies for child and youth development through the 20-year National Strategy, Thailand 4.0 Policy and, the 13th National Economic and Social Development Plan in line with the Sustainable Development Goals. These are a framework for developing potential Thai people to develop the country. Children and youth must have a good quality of life in both physical health, mental health and intelligence by equal and quality education. Moreover, the government must provide healthcare and prevent harassment or exploitation of youth. To support youth to become creative citizens who have critical thinking and know the value of being Thai (Institute for Population and Social Research, Mahidol University, Thai Health Promotion Foundation and The National Health Commission Office, 2020).

The youth had problems with aggressive, violent behavior, and continued to use drugs. According to the Department of Juvenile Observation and Protection, Ministry of Justice, in 2020, there were 19,470 cases of children prosecuted by judicial institutions, mostly children between the ages of 15-18, with the age of the highest offenders being 17. When considered by offense, the majority were

found to be drug offenses, accounting for 49.3% of all cases, other offenses such as the Road Traffic Act and the Gambling Act, which was 21.3 percent (Office of the National Economics and Social Development Council, 9 April 2021).

Youth offenses come from a variety of reasons. Identify the causes caused by the mind of the person, such as thoughts, beliefs, knowledge, attitudes, values, living skills. It is also caused by external environmental stimuli, such as influencing environmental factors such as communities, schools, friends, and family, etc. Department of Juvenile Observation and Protection announced juveniles prosecuted 63% are from separated families, divorced parents, families with stepfather or stepmother and youths not in school. Chanon Kantarit (2021) also claimed that incomplete family, family relationship and living environment cause teenage drug addict. Similar to Aussaree Anuthato (2021) 's research, the research informs that one of the main reasons of bullying behavior in lower secondary school is a relationships between students and family member.

The main institutions for developing society and youth in the 21st century for the stable development of the country, including family institutions, educational institutions, religious institutions, and civil society network organizations. Family is nurturing, cultivating, and being a role model. Love and care from family have an important impact on children's minds that create strengthening teenagers from misconduct. Family can change youth violence or inappropriate behavior and if youth miss out, the family can support, correct, and encourage them (Benjamaporn Rungsang, 2020). This is to prevent the problem of children and young people by establishing bonds in the family. Providing knowledge and skills to families in raising their children with quality friendly relationships. Effective communication between children, schools, and parents about adolescent behavioral problems can decrease teen's mistakes. Family is an important factor that greatly affects the child. Family communication and parental behavior model affect the imitation behavior of children's personality, mentality, character, and behavior.

Family problems are most often caused by communication problems, inefficient communication, Jiménez et al. (2019) studied found a relationship between violent verbal communication in the family affecting children's stress and having verbally abusive behavior towards parents. Negative communication or non-communication and aggressive emotional communication cause family problems. Family communications and good family relationships bring understanding, prevent behavioral problems. Wills et al. (2003) found that good parental communication with children is a shield to protect children while also reducing aggression, good self-control denied gambling and drugs and unpleasant behavior. Parents' communication can be considered important. Individual communication is also an important tool, especially positive communication between parents and children.

The communication style of Thai families is indirect communication, which is rarely speaking or expressing feelings. Most families use a one-way communication style. In other words, parents are supervisors, instructing children to follow their thoughts their own needs. They do not listen to their children's feelings, needs, and opinions, and often communicate to rebuke rather than a compliment

or clarification of reasons. Children may agree to comply out of fear, cut off annoyance, avoid conflict or receive rewards in return. It could cause relationship problems and communication problems. Put pressure on their children so children may have behaved aggressively or may not communicate or not listen or understand parents again.

Families with good communication skills have positive verbal communication and listen to their children. There's a sense of feeling and a need for each other. There will be more good relationships with each other. Principles of Non-violent communication is a communication theory that creates self-transformation, a communication process consisting of observing, feeling, needing, and entreating ask, ability to understand the feelings of one's own and others by observing and understanding. By learned that all conflicts come from different ways of how each individual uses to fulfill their basic needs which may not be according to expectation.

Everyone has a foundation of compassion in their hearts, therefore communication, in general, may not be able to communicate each individual's feelings to each other because normal communication is usually a customary communication, guided by fear and self-defense (Rosenberg, 2005). NVC aims to reduce conflicts. It does not focus on retaliation to decide who is right, who is wrong. It does not mean ordering others to follow one's own thoughts. It aims for equally powerful communication. In the case of family, it does not bring the power of being a parent to control, but to listen to each other: communicate honestly according to every family's member feeling and needs. Moreover, parents avoid using words due to emotions, anger. They are more careful, contemplate before making any words that may hurt kids' hearts. Parents consider listening to children before judging children that create an understanding of their feelings and needs of both sides. Parents and children speak and listen to each other with compassion. There is an option to find a solution to the problem together in peace. This will help develop, restore and strengthen family relationships, reduce conflict and bring happiness to the family.

Managing education for communication parents may be a solution to communication problems in the Thai social context. In 1962 United States, Dr Thomas Gordon conducted Parent Effectiveness Training (P.E.T.), clinical psychology for a parent-training program that teaches parents' communication skills, resolves family conflicts, and improves relationships with children. Moreover, it discovers that NVC and P.E.T. are similar which based on the philosophy concept is an emphasis on family communication relationships listening, understanding. However, NVC is associated with feelings and needs (Little, 2008). Furthermore, it was also found that parents who attended the knowledge training would understand the development of youth and be able to apply the knowledge gained to support children appropriately. Parents have higher development and commit fewer offenses than children of those who did not participate in the training. It could be assumed that educating parents is an essential educational tool to build their understanding of children. It supports parents to be able to solve problems for the youth properly and able build good relationships with each other. Knowledge of NVC should be provided as a workshop.

Communication is key to problem solving the conflict in families. NVC is another form of communication that focuses on giving love, compassionate, non-judgmental children, so family communication is more understandable. However, applying this principle requires parents to learning and practice. NVC can adjust teen' riddles but there is an uncertainty on whether it suit with Thai parents' context. NVC workshop research on parents' Satit Prasarnmit Demonstration Secondary School provided an experiment that could be applied to others.

### Research Objective

1. To develop an interpersonal communication skill based on Nonviolent Communication (NVC) through the adults training process
2. To evaluate the results of the training and follow up on Nonviolent communication skills of parents and create policy results

### Research Framework

This research is demonstrating the training of the NVC skills to parents of teens. Andragogy theory by Malcolm Knowles is used to understand adult Learning. 5 assumptions of adult learners are self-directed learning, learner experience, readiness to learn, orientation to learning and motivation to learn. Nonviolent communication by Marshall Rosenberg has 4 components which are Observation, Feelings, Needs and Requests.

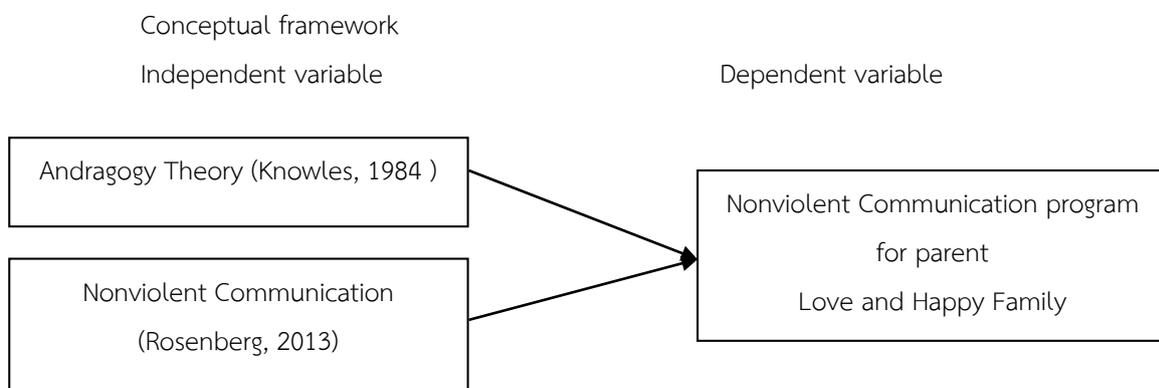


Figure 1 Conceptual framework

### Methodology

1. Review and study documents and research papers related to Parents' communication, Nonviolent Communication, and adult education training program
2. Synthetic information and desired Nonviolent communication training program
3. Evaluation of the training program and the follow-up program

### Participants

Parents of Srinakharinwirot University Prasarnmit Demonstration School, who are 10 mothers. Participants took a family communication behavior survey and confirmed that they wanted to improve their communication as they had difficulty communicating with their children. At first, there were 16 who participated in the training voluntarily however at the end of the program, there were only 10 volunteers left and completed the training.

### Instruments

These research tools include (1) Pre-Family communication behavior survey (2) Nonviolent communication training activities (3) Assessment of Nonviolent communication training (4) Follow-up training (5) Post-Family communication behavior survey. All tools have been put to 3 experts to consider for tool quality by the Index of Item Objective Congruency (IOC). IOC is between 0.76-0.1.

### Data collection

The researcher collected data in 3 times. Before training class, parents would ask to do pre-family communication behavior survey which is Likert's Scale with 5 choice 20 items. This was to learn about the parent's communication patterns towards their children.

Nonviolent communication training activities program is training program in class which created by two NVC event specialists. Four components of NVC; Observation, Feeling, Need, Request were learned and practice each week and in final week all communication skills were rehearsed. Moreover, each week had assessment of NVC training which during learning, the trainer observes communication behavior, and after learning session and finally, there were five post-study questions.

Follow-up training, after 5 weeks of NVC training activities of learning, parents were asked to write diary about communication with their children and appointed back in class after 21 days, followed by a discussion session to follow up on the practice of NVC skills within 21 days. Finally did post-family communication behavior survey.

### Data Analysis

To prove the purpose of the research, the results of pre-test and post-test from NVC workshop were analyzed by means, standard deviation, and content analysis.

## Results

The researchers summarized the research findings according to the objectives into two sections.

**Part 1:** The results of the analysis of the parents' communication skills within the family by comparing the communication skills before and after participating in the training activities

The pretest and post-test for the parents who attend the NVC program regarding communication skills. It can be concluded that the scores before the NVC training for 10 participants parents who complete the training program. For pretest scores mean was 3.19 and the standard deviation was 0.24; the corresponding post-test scores were 3.79 the standard deviation was 0.09. It

showed that the average score of family communication after entering the NVC program was higher than before participation in NVC.

**Table 1.** Considering of 4 skills of nonviolent communication of the parents who attended Nonviolent communication training program

N = 10

Activity	Observe	Felling	Need	Request	total
Before training	3.12	3.36	3.35	2.6	3.19
After training	3.44	3.91	3.75	4.00	3.97

It can be seen that parents have improved in all skills that are practiced, but the skills that had a significant increase in mean are Request skills (4.00), followed by Feelings (3.91) Needs (3.75), Observation (3.44), and, respectively.

**Part 2:** Evaluation of satisfaction in participating in the Nonviolent communication training activities of demonstration school parents and follow-up of the parents' peaceful communication skills training, the results came out as a policy.

According to the assessment of the satisfaction of participating in the NVC training activities of demonstration school parents, it was found that parents had a high level of satisfaction: with an average of 8.21, with the most satisfaction being 5.00. Parents gave information that they like the training subjects that covered the project objectives. Moreover, parents were satisfied with the facilitators who were well-informed and able to convey well. The least satisfaction is equal to 3.8, including the appropriateness of the time in each activity and the suitability of the duration of the training.

According to the follow-up, the parents' NVC skills training, the findings were found to be applied to reshape parents' communication training activities towards their children, as well as school communications towards students, parents, and communities. All institutes need to build understanding with each other which is acknowledge problems and coordinate to solve problems for students. It can provide meetings, seminars, learning exchanges with school administrators and parent networks.

## Discussion

The results of the discussion are conducted on two issues: 1. Parents' communication skills after receiving the NVC training program and 2. Evaluation of training and follow-up of parents' practice NVC skills

### 1. Parents' communication skills after receiving the NVC training program

The training process could change the behavior of trainees. It found that the trainees were able to apply the knowledge from the training and adapt it according to their own responsibilities to

make it the most relevant. Trainee's performance and behavior also change. Consistent with Pichaporn Konkaew et al. (2020) found that parents who participated in the parent training program in caring for children with learning disabilities There was a statistically significant increase in knowledge scores after participating in the program at the .05 level. Kritsana Samavardhana et al. (2011) arranged a training program that develops parents' training curriculum to organize activities and promote an early childhood learning experience, it was found that after the program a good amount of parents use that knowledge on children at home. Parents suggest that the training activities for parents or guardians offer them to have confidence in organizing for their children. This indicates that parent training can educate and change parental behavior towards their children.

For this study, the result showed that after participating in the NCV activities, the parents had higher scores on NVC skills than before participating in activities. Parents were found to be improving in all skills of NVC, but the skills with a significant increase in scores were request skills, followed by skills, needs, observations, and feelings, respectively. Boonrawd Chotivachira (2021) discovered that the Thai language can be used for NVC. She found that the NVC makes teaching and learning more efficient and better for building an understanding between instructors and learners and between students and learners.

Sunudda Wiriya (2001) found the Thai language can be divided request pattern into 2 categories which are direct and indirect. The direct request can be subdivided into 2 types with or without decorative components. It is most popular to use the most decorative frank request, including reducing the severity of the situation, respecting listeners for their friendly performances, offering an alternative, reasoning, condition, and reminding someone of their obligation. This form of request is found to be used more when the speaker has a higher status than the listener. It is advised that a request may lead to being heard as a demand; the important rule of the NVC is to use them as a request instead of a demand. Noppawan Muangkaew (2013) reported that the structure of the request sentence is similar to that of a command sentence. People may be familiar with the order because it is often heard or used in everyday life. This shows that why "request" skills in the NVC, appeared first with Thai parents.

Observation is the least developed skill for trainees because it is a skill that requires mindfulness, internal process, no talking, not judging, acting like a video camera (Rosenberg, 2005). Parents should stop complaining children, should observe; let them learn from consequences. Wirin Kende (2021) discovered that good communication with non-compulsion, and allow teens to self-trial and error, improve positive thinking of younger generation. The family are deemed to be supportive. The observation found that parents express their impartial trust by considering the facts.

## 2. Evaluation of training and follow-up of parents' practice the NVC skills

Parents who attended the program commented that they can use the NVC skills with their children while training, however, it is less practical when doing it alone. This communication skill needs time and effort to train, as well as mindfulness, and encouragement to practice a lot of skills. Jeeraporn Kummabutr (2018) conducted a parent training program in conjunction with a life skills Training Program

for School-Age Children, she discovered that a longer time is needed. This research uses the 21-Day Habit Theory, the result of parents' training did not change. Creating new habits requires learning to break the old habits. There is no certain or fixed amount of time to change people's habits. It depends on the personal factor as well. Behavior modification is time-consuming due to certain behaviors such as a person's habits. Weerawan Suaudom (2019) found group choice theory in which a group of people with a similar interest will encourage discipline in the practice. However, parents often have a lot of workloads, time affects the frequency of parental involvement practice. At the current social conditions, most parents have to work outside to earn enough for household expenses, thereby preventing parents from having time to concentrate on the training. As stated, prior, this study first started off with 16 volunteers, therefore ending up with 10 participants by the end of the program.

## Conclusion

NVC training for parents had changed them to be more understanding, reduced conflicts, and communicated better with their children. However, it only occurred for a short period of time, as it changes habit behavior, out of familiarity. It takes time to practice determinedly.

## Recommendations

1) Parents, children, and schools have to work seriously together to take care, correct, and prevent adolescent issues such as drugs, addiction to games. It should appear in both ways consistent with policies and practices.

2) All relevant sectors join and forces to drive creative multi resources to support quality youth. The community is responsible for youth issues.

Modification policy creates happiness and balance for families, which has an effect on human resources that included children. Citizens of the nation with strong emotional intelligence will be able to adapt to live with a rapidly changing society. This policy also manages and solves youth problems and other conflicts in society.

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