



Journal of Social Sciences, Literature and Languages

Journal of Social Sciences, Literature and Languages

Available online at jssll.blue-ap.org

©2018 JSSLL Journal. Vol. 3(2), pp. 13-18, 30 June, 2018

The Effectiveness of Training Parents based on Positive Parenting in High School Female Students

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Received: 02 June, 2017

Accepted: 11 June, 2017

Published: 30 June, 2018

ABSTRACT

The Effectiveness of parenting Education on the basis of positive childbirth in high school students this study is from correlation type. The study population of all drug users the sample (n=100) selected by available sampling method from drug addiction treatment center (SHAFa), the city Addiction prisons and camps. To measure the variables of the study, craving for heroin questionnaires Tiffany et al, intolerance of ambiguity Lin et al, perfectionism Hill et al, and self- regulation Brown et al and for the analysis of results, correlation and regression variables were used. Pearson correlation analysis showed that there is positive significant relationship between intolerance of ambiguity and substance abuse ($r=0.44$). Regression analysis results showed that from between studied variables, intolerance of ambiguity can predict variation from% 47 percent of drug addict's changes. According to research findings, we can say, those with a low tolerance for ambiguity are more likely to experience abuse. And It can be concluded that low ambiguity tolerance as an important psychological factor in predicting drug abuse people's willingness to act Attention to the important role they can have self- regulation' substance. And there is no significant relationship between perfectionism, self- regulation and substance abuse. This study did not align with the results of previous research and theoretical approaches that the reason may be noted such as present limitations on the study way, and the difference in population and used tools, different theoretical approaches, the social and cultural structure of society and scientific relativism.

Keywords: Parent education, Positive parenting, Secondary school students.

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INTRODUCTION

In today's societies, all nations, regardless of their political and social systems, or their level of development – being developed or developing – have paid a special attention to the issue of education and value it more than other social activities. (Khayer et al., 1986) This attention is not arbitrary and it is based on a strong logic, for they consider children's education one of the most important needs of social life.

As it could be concluded from the past experiences, whenever an education system provides a proper education for the learners, the contexts for growth and development are created for the society and the individuals are able to believe in their potentials in the lights of it. Based on these experiences, the necessity of scientific education and factors influencing it are among the most significant requirements of development and growth in the societies.

Among the cognitive behavioral therapies, the method that emphasizes on a broader range of behaviors of children is the training of the parents. Considering the fact that the children and adolescents are the most suitable executive arm for the parental psychological interventions, parents are used as the children's behavior controllers in various situations. (Tahmasebiyan, 1996)

Parents training method is paid attention to due to its unique properties among the therapy methods. Teaching positive parenting program includes a set of measures to correct the behavior of children and adolescents, which are taught to the parents at home, with educational purposes. Parents are familiarized with the main principles of learning and execute them at home,

subsequently. Involving parents in the process of therapy leads to an increase in the probability of change in the behavior of children and adolescents. (Barkley, 1987)

One of the advantages of positive parenting program is the decrease of children and adolescents' malicious behaviors and improving the relationship between parents and children and other family members. In fact, the main objective in training the parents is to teach them new skills. Parents who receive trainings feel a higher level of self-efficacy and order through better methods and improve the children's ability to obey, sustainably. The application of this method leads to a decrease in the behavioral problems in children and improve in parents' behaviors and also it helps them to bear lesser pressures. On the other hand, parents' self-esteem and adequacy in managing the children's behaviors have been studied in many researches. Based on a significant number of the studies, parents' self-esteem influences the quality of caring for children and leads to psychological health in mothers and the improvement of the interaction between mother and child. (Mohareri, She'rivar and Tehranidust, 2009) Dictator parents usually have cold interactions and highly control their children. On the other hand, permissive parents have fewer expectations from their children and do not have any control or responsibility about them. (Bakhshi, 1999)

There have been many definitions about family and its significance, and regardless of their differences, all of them share the same goal of humanization. The ultimate goal of family is to raise children whose talents are flourished through evading impurities and they are adorned with spiritual perfections and human virtues, so that they deserve to reach eternal happiness. (Beyrami, 2009) According to Gazal, parents who have responded to the needs of the child during the infancy vigilantly, tend to show sensitivity to the uniqueness of the interests and capabilities of the child and have a lesser tendency towards imposing their expectations and wishes on the child. (Tahmtan and Kolsum, 1999)

Monitoring and controlling are a part of the parenting process carried out by the parents that determine the parenting method. (John Halt, 1998)

In 1890, Reef points out the relationship between parenting methods. They then add that there is a relationship between the expectations of the parents from their children and the family structure (hierarchy in family) and girl's motivation.

A study that was carried out by Sanders and Christensen (1985) that compares the child management training and positive parenting. This study was carried out on children between the ages of two and seven who suffer from severe behavioral problems. The results of this study suggested that in both training methods, there was a significant decrease in the child's severe problems and annoying behaviors of mother and also it led to an increase in goal-oriented parenting methods. One of the problems parents face is the lack of knowledge on the application of suitable parenting methods about their children. Generally, parents do not receive a feedback from their encounters with children and they use the parenting methods inherited from their ancestors and do not think about changing those methods and using more effective parenting methods. Hence, if the parents know what impacts the methods they use for parenting could have, they will pay more attention to the methods they use. When the relationship between parents and children is damaged, the abovementioned could not be fulfilled or they become less important. In such situations the individual does not grow. Under such conditions, the individual will face educational problems in the family and has more serious behaviors. A research carried out in 2004 indicates the relationship of family stressful issues. (Molahamze, 2001) Accordingly, this study tries to research whether training parents based on positive parenting has positive influences on students.

Methodology

The method used in this study is quasi-experimental that was carried out with a pretest-posttest design with control group, so that three 90-minute sessions per week in seven session (from October 2014 to January 2015) was taught parenting by the therapist in the related centers and the control group did not receive any training. It has to be mentioned that the test follow-ups were carried out in the first sessions. Subsequent to finishing the course, in order to study the rate of psychological well-being, the test was carried out again as a posttest for all the individuals. The data was analyzed by SPSS and ultimately, the results of the effectiveness of training in psychological well-being were retrieved. The statistical population in this study included all 4,346 parents whose children were studying in high school in Ardabil County in 2014-2015 school year.

Considering the quasi-experimental nature of the study and also the quasi-experimental designs, each group should contain at least 15 members. (Delavar, 2011)

Hence, in this research, 40 parents of female students were chosen through convenience sampling and divided into two 20-membered paired groups. It has to be mentioned that the participants were controlled based on their age and education background. After applying for the permission from Ardabil County Department of Education, 40 parents of the students were chosen through convenience sampling and paired and the participants were divided into two 20-membered groups of experiment and control and subsequently, both groups went through the pretest while explaining them the objectives of the research. After that, the experiment group received parenting training and by the end of the intervention, both groups went through posttest and the data was collected.

Data Analysis Method

The data was initially analyzed through descriptive statistics that included mean, standard deviation, etc. and in the second part, MANOVA is used to test the research hypotheses and SPSS is used to carry out this.

Parenting Style Questionnaire

Diana Baumrind designed Baumrind's Parenting Styles Questionnaire in 1972. The items of this questionnaire assess 3 parenting styles; 10 items on authoritative style, 10 items of authoritarian style and 10 items on permissive styles. The items were answered in a 5-point Likert scale. The questionnaire has been used in many studies and its validity and reliability are reported to be desirable. The retest of this questionnaire reported that the reliability of this instrument for the mothers and fathers were respectively 0.81 and 0.88 for the authoritative style, 0.78 and 0.85 for the authoritarian style and 0.86 and 0.77 for the permissive style. She also reported that the diagnostic validity of this questionnaire was valid. According to this, the mother's authoritarian style has a reverse relationship with permissive (-0.38), authoritative and reassuring method (-0.48) and father's authoritarian style also has a reverse relationship with permissive (-0.50) and authoritative and reassuring method (-0.52). In Iran, Esfandiyari (1995) reported the validity and reliability of the questionnaire desirable. In this research, the content validity of this instrument is reported to be desirable by ten experts. In this research, the Cronbach's alpha of the questionnaire is 0.72. (Esfandiyari, 1995)

Findings

This research is divided into two general parts. The first part is on the description of the statistical sample and the raw data derived from the research variables, so that the descriptive indices (distribution frequency tables, standard deviation and mean) of the total data and the demographic characteristics of the participants were summarized, interpreted and reported. In the next part, the research hypotheses were tested.

Descriptive Findings

Table 1. Mean and Standard Deviation of Parenting Components in Pretest and Posttest of Experiment and Control Groups

Parenting Components		Experiment		Control	
		Mean	Standard deviation	Mean	Standard deviation
authoritarian style	Pretest	4.9800	68.00	40	0
	Posttest	5.38	1.55	40	0
authoritative style	Pretest	1.72	2.00	40	0
	Posttest	2.500	3.00	40	0
permissive style	Pretest	2.00	1.00	40	0
	Posttest	3.00	2.00	40	0

As it could be observed in Table 4, the mean (and standard deviation)

As it could be observed from Table 1, the mean (and the standard deviation) of the total score of psychological well-being pretest in the experiment group is 71 (71) and in the posttest the score is 10.88 while the total score of psychological well-being pretest in the control group was 120 (0) and the posttest score was 120(0).

Inferential Findings

Table 2. Box Test Results on the Default Equality of the Variances in Parenting

Box Test	F	df 1	df 2	Significance level
13.45	12.678	5	2.576	0.1

Ljung-Box test was used before using the parametric MANOVA to comply with its hypotheses. As it could be observed from Table 2, based on Box test, which has not been significant for any of the variables, the homogeneity condition of variance/covariance matrices are fulfilled correctly. ($p=0.1$, $f=12.687$, $BOX=13.45$)

Table 3. Results of Levene's Test on the Hypothesis of Equation of Variances of the Two Groups in the Scores of Parenting Sub-Components

Variables	F	Df1	Df2	Significance level
authoritarian style	0.313	1	25	0.245
authoritative style	0.134	1	25	0.115
permissive style	0.094	1	25	0.232
	2.46	1	25	0.323

As it could be observed from Table 3, based on Levene's test and its insignificance for all variables, the equation of variances between the groups is observed. Hence, MANOVA could be used.

Table 4. MANOVA Significance Test Results on the Parenting Total Scores in Experiment and Control Groups

	Test Name	Amount	F	df	df (Error)	P	eta squared
Model	Pillai's Trace	0.23	20.132	2	23	0.1	0.540
	Wilks' lambda	0.3	20.132	2	23	0.1	0.540
	Hotelling's Trace	48.307	20.132	2	23	0.1	0.540
	Error Largest Root	48.307	20.132	2	23	0.1	0.540
Group	Pillai's Trace	0.564	530.649	2	23	0.1	0.987
	Wilks' lambda	0.232	530.649	2	23	0.1	0.987
	Hotelling's Trace	8.23	530.649	2	23	0.1	0.987
	Error Largest Root	8.24	530.649	2	23	0.1	0.987

Results from Table 4 suggest that the significance levels of all tests allow the use of MANOVA. These results indicate that in the studied groups, there is a significant difference at least in one of the dependent variables. ($p < 0.001$, $f = 53.649$, Wilks' lambda = 0.540) The eta squared shows that the difference between the two groups is significant in total, considering the dependent variables and the rate of this difference based on Wilks' lambda test is around 90 percent; that is, 90 percent of the variance related to the difference between the two groups is due to the interactive effects of dependent variables.

Table 5. MANOVA Significance Test Results to Compare the Difference between Pretest and Posttest of Parenting Total Scores in Experiment and Control Groups

	Dependent variable	SS	df	MS	F	P
Model	Training parents	326.400	2	326.300	24.705	0.1
	Parenting	2201.546	2	2201.400	115.934	0.1
	authoritarian parenting	2083.345	2	2083.400	39.507	0.1
	permissive parenting	2484.300	2	2484.300	157.709	0.1
Group	Training parents	326.560	2	326.700	24.705	0.1
	Parenting	2201.540	2	2201.633	115.934	0.1
	authoritarian parenting	2083.333	2	2083.333	39.507	0.1
	permissive parenting	2484.300	2	30.400	132.489	0.1
Error	Training parents	370.267	2	3.343		
	Parenting	531.733	2	18.234		
	authoritarian parenting	1476.533	2	52.235		
	permissive parenting	441.067	2	15.752		

Results of Table 5 suggest that there is a significant difference between the mean of the score of parents' training ($f = 24.705$), parenting ($f = 115.934$), authoritarian parenting ($f = 39.507$) and permissive parenting ($f = 157.709$) in experiment and control groups. ($p < 0.001$) that is, training based on commitment and improvement has significantly improved the components of training parents, parenting, authoritarian parenting and permissive parenting.

Discussion and Conclusion

In this part, it is tried to answer the findings proposed in this research. Hence, initially, the results derived from the questionnaire is discussed and summarized. To achieve this, all the research hypotheses are proposed. Subsequently, the results retrieved from them are provided. Also, by providing the research evidence related to each finding, the probable reasons for approving or rejecting each finding are studied. Finally, the fact that if the results of this research are in accordance with the results of previous studies is discussed. In the remainder of the chapter, the limitations of this study are discussed and ultimately, the research and applied suggestions for the further studies are provided.

Training parents based on positive parenting increases the female high school students.

In order to study the significance of the differences between the two means, T test was used for independent groups. Since the probability of significant is 0.000 and lesser than 5%, the hypothesis of the equality of the raw score of psychological well-being is rejected and considering the fact that the upper and lower bounds, the psychological well-being raw scores are observed among the students' parents at 95%.

Due to their special characteristics and their problems in life, parents bear a high tension or stress. Now, if the life condition is not favorable and there is a cold emotional relationship between the parents and, in other words, the parents do not have a social support network, and on the other hand, the results of the childhood of the individuals is full of failures and damages, this leads to the extensive tension and also more vulnerability and become prone to various types of stresses and behavioral problems and social harms.

Through studying the role of mediating role of self-esteem on the parenting methods and invasion, Zabihi Hesari and Hejazi (2011) came to this conclusion that the impact of authoritative parenting style on self-esteem was positive, while the impact of parenting and self-esteem on aggressiveness was negative.

The results from this research are in accordance with the results from Rahmani and Moheb (2011) that by studying the parenting styles and the emotional atmosphere of family of children with inclusive anxiety and children without inclusive anxiety the results showed that there is a difference between parenting styles of healthy individuals and anxious individuals and also the emotional atmosphere of family reveals the difference between healthy and anxious groups more. Also, it has a positive and significant relationship with the study of Zabihi Hesari and Hejazi (2011) who came to this conclusion that the impact of authoritative parenting style on self-esteem was positive, while the impact of parenting and self-esteem on aggressiveness was negative.

Sanford et al. (1987) based on the education devised by Bamrind, conducted a research that studied the relationship between permissive parenting style and authoritarian parenting style in adolescents. They came to this conclusion that students, whose parents used logical authoritative parenting style, were better. Also, students whose parents had used constant parenting styles, even if their parenting style was authoritarian, were academically more successful.

In a study entitled "A Study on the Relationship between Mothers' Parenting Style and their Children's Aggression", Eyvazi (1999) studied 97 students and their mothers. However, they could not find any significant relation between authoritarian or permissive behavior of mothers and their sons' aggression. However, there was a reverse correlation between decisive and reassuring behavior of mothers and aggression of their sons; that is, the decisiveness of mothers had led to the aggression of their children.

By studying two factors of parenting style and family atmosphere, Wulfert (2003) came to this conclusion that adolescents with parents with authoritarian parenting have anxiety and depression.

Conclusion

Based on the results retrieved from this study, at the beginning of the intervention, after the intervention the parenting score mean, that was lower in the control group comparing to the experiment groups, did not change. It is clear that in addition to the attention of the parents and carrying out the related measures, the attention of the authorities is among the necessary facts in the training of the parents.

Rahmani and Moheb (2011) showed that by studying the parenting styles and the emotional atmosphere of family of children with inclusive anxiety and children without inclusive anxiety the results showed that there is a difference between parenting styles of healthy individuals and anxious individuals and also the emotional atmosphere of family reveals the difference between healthy and anxious groups more.

By studying the parenting style and social adaptation of children and studying, Navabakhsh and Soroush (2011) concluded that there are four parenting styles applied by parents on the children which include: 1. Authoritarian parenting 2. Reassuring parenting 3. Permissive parenting 4. Negligent parenting. Any of the parenting styles that are applied on the children could have impacts on the social adaptation of children.

Through studying the role of mediating role of self-esteem on the parenting methods and invasion, Zabihi Hesari and Hejazi (2011) came to this conclusion that the impact of authoritative parenting style on self-esteem was positive, while the impact of parenting and self-esteem on aggressiveness was negative.

Connell, Sanders and Markie-Dads (1997) trained parents of children with behavioral problems through 10 weeks. Results suggested that this intervention led to an increase in the efficacy of the parents, a decrease in poor parenting, low anxiety, depression and stress level of mothers, and a decrease in the children's behavioral problems. The four-month follow-up showed the same results.

Buri (1991) studied the relationship between parents' parenting styles and children self-esteem. Results suggested that there is a high positive relationship between parents' logical authoritative parenting style and children's self-esteem. In this study, there is a significant relationship between the uninvolved parenting style and children's self-esteem.

Aimes (1982) carried out a study entitled "Parent-Child Interactive Pattern in Mexican Families" and it studied the parent-child interactive pattern in Mexican families, so that the relationship between parenting style, culture and family social environment with the emotional and social growth of children. Findings showed that there is a relationship between supportive warm parenting style and self-expression behavior and self-expression of the children. Also, there was a relationship between the behavior of punishing and limiting parents with passive behavior, persistent anger of children.

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