



**The Effectiveness of mothers training with Adlerian approach on  
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and Reducing Depression**

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**The Effectiveness Of Mothers Training With Adlerian Approach On Improving  
Emotional Cognitive Strategies Of Depressed Children And Reducing Depression**

**Ataullah Farhadi<sup>1</sup>, Dr. Hassan Amiri<sup>2\*</sup>**

**1. Department of Psychology, Kermanshah Branch, Islamic Azad University,  
Kermanshah , Iran, afarhadi460@gmail.com**

**2\*. Department of Psychology, Kermanshah Branch, Islamic Azad University,  
Kermanshah , Iran, Ahasan.amiri@iauuksh.ac.ir**

**ABSTRACT**

The training of mothers to improve the mother-child relationship has been one of Adler's most important services and supporters. The purpose of this study was to determine the effectiveness of Adlerian approach to mothers' training on emotional positive strategies of depressed children and reduction of depression. The present study is a library research method and it is a type of applied research and data collection method is survey type. Semi-experimental research is an interventional, pre-test, post-test with control group. The findings were obtained by SPSS software and CADS questionnaire (Jan 2005). Alpha coefficient with Cronbach's alpha method is equal to 0.8616. The statistical population consists of all students of the sixth grade elementary schools of Kamyaran city in the academic year of 96-95, which is 818 people. At first, two schools were selected through cluster sampling method from the schools of boys and girls in Kamyaran city. Sixty mothers of students were divided into two experimental and control groups (based on age, occupation and mother's educational level) And completed the questionnaire, 30 of them



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were selected as research sample. As a result, it was found that maternal education had a significant effect. Students whose mothers are employed are more prone to depression than their mothers, and also found that students with mothers who are younger are more likely to develop depression than those with older mothers.

**Key words:** efficacy, education, mothers, approach, Adler



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## **1. INTRODUCTION**

Nowadays, it is no longer possible to consider the child as a completely passive being, which is simply influenced by the experiences of others, because his personality traits are also very influential in interactions with those around him (especially mothers). In the family environment, which is in fact a limited community, action and reactions among members have a significant impact on reducing or increasing problems. Therefore, in such an environment, the effects of one strain (child and mother) are wrong on one another (Bilali and Agha Yousefi, 2011). Hence, today, experts and researchers have drawn the quality of this interaction into parental and child relationships, and has accepted that some of the characteristics of parents and the family framework variables impact on how parents respond to the needs of their children (peivasteh et al., 2008). Therefore, providing methods which can be used to determine the relationship between mother-child and adolescent, can be considered as part of prevention programs, especially in situations where this relationship is difficult. This also applies to depression in children and adolescents. Mothers' training can be effective in reducing depression in children and adolescents (Tahmasebi, 2013). In recent years, there is a significant relationship between the use of some emotional cognitive and emotional regulation strategies (Garnowski et al., 2002). Psychological research has shown that depression is the result of unconscious thinking and defective knowledge. Depressed youth are not aware of consistent strategies and appropriate patterns of emotional cognitive regulation, and some emotional cognitive patterns are positively correlated with many psychological problems, including personal disturbances, up to social inequalities and self-harming behaviors (Dahi, 2010). In recent



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decades, psychologists have emphasized the relationship between adolescents and their mothers because they believe that mothers' interactions and intimacy will form the basis of the cognitive-emotional development of adolescents and reduce the risk of having a child with mental disorders (Bilali and Roussefi, 2011). In Adler's attitude, all human behavior is aimed at the goal. Therefore, all the acts of the child are aimed without the benefit of it. Only if we accept this assumption and recognize the purpose of the child's behavior, the methods we propose make sense. If the purpose of the child is identified, we can help him in changing or achieving his goal through acceptable means. On the other hand, human beings are social beings whose main purpose is becoming members and find places in society. The behavior of the child determines the ways and means by which they try to show themselves and, in the family or group in which they act, feel in the family or group in which they act automatically. If these methods are destructive, it shows that the child has no idea of how to achieve position in society. If the behavior of a child seems to be inappropriate, then it is said that he believes this is the only possible way to make a difference. The reason why children make false assumptions in the mind is that humans create their opponent's overall perception of the world around them. They experience reality in the way they receive it, not as it is (Drakeurs, Gronwald and Pepper, 1998a / Alizadeh and Ruhi, 2011). In Adler's approach, rewarding and admiringly denied. According to Druckcourse (2015), a child of depressed childhood is discouraged. But as soon as he is sure of his ability, he makes constructive behaviors to find a place at home and at school. Therefore, it is the duty of the elders by the child's disappointment. Hiller et al. (2011) showed that this type of treatment decreases the stress of mothers of such children and increases their self-esteem. In educating mothers, the whole family unit and



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its impact on the child are emphasized and concerns about the concerns that mothers have about the causes, treatment and prognosis of their childhood disorder, and provide information and support mothers. In the light of new information, mothers find a better understanding of the child's problems, and teaching child behavior control skills and increases the sense of efficiency in mothers. (Bilali and Mr. Hossebi, 2011). In the field of depression and improving emotional and cognitive strategies and emotional strategies in depressed children and adolescents, these trainings can also be effective for mothers. Training sessions can be held either collaborative or individual. Mothers' groups provide group acceptance and support, but in order to properly use the learning methods, there may sometimes be need for additional individual meetings. if participation of mothers is more and they are active, so better results will be achieved (Robenstein et al., 2015). Given the importance of educating mothers and their impact on home environment and mood and the presence or absence of depression in children and adolescents, the need to train the skills necessary to better communicate with children and adolescents to promote healthy people and promote health Mental health is felt more every day. In this study, due to the advantages of mothers' education, this approach will be used to improve the cognitive and emotional strategies and reduce depression in children and adolescents. Referring what is above mentioned, it can be seen that depression is more a disorder for adults and that the attention of people in the community is less likely to be depressed in children. Therefore, with research on the effectiveness of Adlerian mothers on improving the emotional strategies of depressed children and reducing depression can increase understanding and insight into this issue. On the other hand, despite the need for education for mothers and the close relationship between the behavior of mothers and the mental



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state of the child, including depression. This research can be used by executive agencies to apply these research studies. Investigating these factors and achieving these results may help in the improvement and reduction of childhood depression, it also enables mothers to change their behaviors in the same way and, on the other hand, by creating a background for future research, Future research has led to wider research on depression in children in different areas of psychology. Indeed, in this study, does mothers' education based on Adler's approach affect the positive emotional strategies of depressed children and reduce the depression of children?

## **2. REVIEW OF LITERATURE**

-Programming parenting education to improve emotional positive depressive strategies and depression, Mothers are the factors influencing the lives of children, and throughout history have been caring for the child, teaching, discipline and managing the child's life, they are considered as the primary and fundamental factors of social change and childhood. (Brismister and Schafer, 2007). Different mothers' education programs are used to treat children's depression problems and disorders, and it is educational interventions that teach mothers how to interact differently with their children. This program has been used repeatedly by researchers and psychologists and has produced useful results. Specific studies are devoted to mothers who are trained by therapists in order to change how their child's behavior and parent-child relationships. They usually teach mothers how to control their behavior, but they can reduce their children's problematic behaviors and increase their positive behaviors. They also learn to engage in



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activities such as games that the child has invented. The addressee for these children is pre-school children to adolescents and boys in elementary school children. To evaluate the effect of mothers' training on behavioral problems and depression disorders in children, experimental and semi experimental studies have been conducted. It is concluded that mothers' education is effective in reducing and depressive disorders in children. Also, Improves the interrelationships between mothers and children and, as a result, changes the environment of the home (Fusers, 1992, Shams translation, 2010). The impact of this training will continue until about 5 years after completion of the training. If mothers learn to control the behavior of children before learning to improve their mother-child mutual relationship, their children's behaviors will improve significantly and they will be more satisfied. (Bloom Choist, 1996; Rodgers, 2004). These trainings also have a positive impact on mothers through reducing stress and increasing their self-esteem (Anastapelos et al., 1993).

### **3. DEPRESSION**

Depression is generally referred to as general discomfort, a kind of feeling of grief, sadness, and nostalgia. Symptoms of general depression are sometimes called as "the common cold of mental illness". Children or adolescents who are constantly upset are not interested in anything, they are quirky, or at worst, they think that life is not worth, it may have a mood disorder (also called emotional disturbance). Whose main characteristic is the mood of turmoil. In general, creating is a feeling or excitement - for example, sorrow,



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joy, anger, ecstasy, or malice. Children with mood disorders are usually in a state of intense, persistent or unbalanced mood, such as severe discomfort or high mood swings, from sadness to ecstasy. Mood disorders are one of the most common, chronic and disabling diseases in young people that affects about 6% of children (Castellanos, 2002; Mental Health Institute, 2003).

## **4. RESEARCH QUESTION**

This research is a semi-experimental study using pre-test and post-test design with control group. The statistical sample was divided into two experimental and control groups. In the experimental group, an interventional variable, namely, the education of mothers, is presented. But the control group will not be provided. After intervention, the scores of the experimental and control groups are compared and at the end, the effect of maternal training on emotional positive strategies of depressed children and depression is measured. The purpose of this study is to investigate the effects of this study on the purpose of data collection.

## **5. CONCEPTUAL MODEL OF RESEARCH**

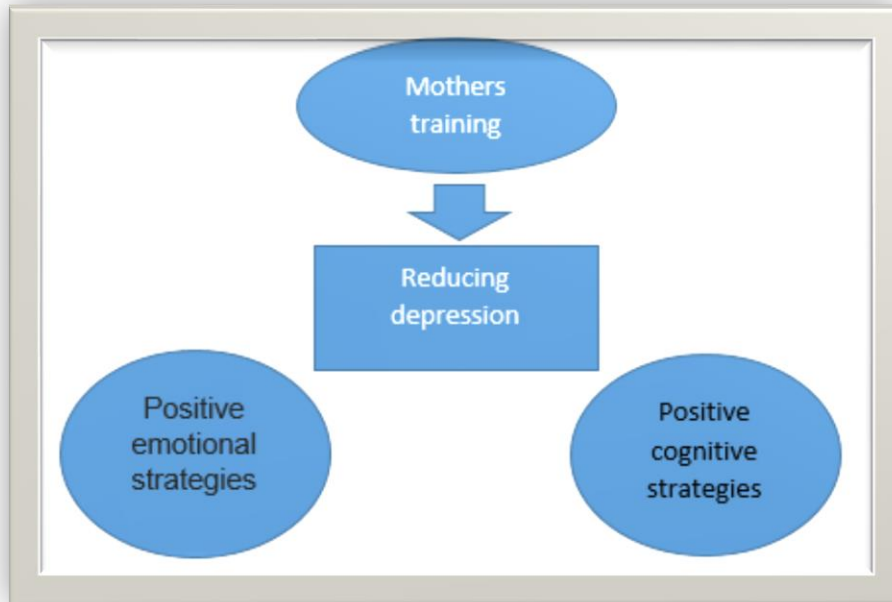
The conceptual model of the research is drawn up according to the research hypotheses.





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**Figure 1-1: Conceptual Model of Research**

## **6. STATISTICAL POPULATION**

The statistical population of the study consisted of all students in the sixth grade elementary schools of Kamyaran city in the academic year of 1995-96. According to the statistics in the Kamyaran city, the total number of them is 818. In order to select the sample group, two schools were selected from cluster randomly selected from the schools of boys and girls in Kamyaran city. Sixty mothers of the students completed the questionnaire, of which 30 The research sample was selected; these 30 were the mothers who received the highest score in the child's behavioral list and were diagnosed with a diagnostic interview with a psychiatrist and psychologist with depression. At first, the students started using the Depression Test for children and adolescents, doctor Jan with a



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simple screening program from a girls 'school and a boys' school. Given the fact that sample size (60) was tested in these two schools, screening was discontinued and students were depressed and at risk of depression. The research is semi-experimental, pre-test, post-test, and control group. The statistical sample is divided into two experimental and control groups. In order to achieve the research objectives, the intervention variable is entered into the test group. According to the nature and type of the research, 60 of these mothers (30 in the experimental group and 30 in the control group) were selected in a sample and divided into two experimental and control groups (matched) based on their age, occupation and educational level). It was found that students whose mothers are employed are more prone to depression than those their mothers are depressed, and it was found that students whose mothers are younger, more likely to be depressed than those who have older mothers. In this regard, 30 mothers of depressed students were trained in the group. And 30 others did not intervene as a control group and after re-education of students (i.e., the children of both) the group was re-evaluated. In order to determine the validity and reliability of this questionnaire, the study by Madhahi et al (2014) is cited. In a study entitled "The Effectiveness of Dialectic Behavioral Therapy in Reducing Depression and Suicidal Thoughts in Female Students" in 2014, the Children and Adolescent Depression Test (CADS) was used to assess the validity of 10 clinical trials of children and adolescents After the necessary changes, 1546 Iranian children (aged 7 to 18) were evaluated and a questionnaire was prepared. The alpha coefficient or validity of the test with Cronbach's alpha method is equal to 0.8616. This test has been used in several extensive research. The alpha coefficient or validity of the test with Cronbach's alpha method is equal to 0.8616. This test has been used in several extensive research.



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The Likert scale is scored from 0 to 4 (a = 0 ..., 0-4) for Axes 1 to 12 and for additional questions (1 and 0) for both the yes and no. The total scores related to additional questions divided by The number is 9, and then this score is collected by the score of 12 main axes. The total scores with the adjusted scale for the studied population (children and adolescents working in a city from 7 to 18 years old) are compared and the position of the individual is determined by the degree of depression.

## **7. STATISTICAL METHOD**

In the research process, after data collection, the next step involves analyzing the data. After collecting data, the results were analyzed using SPSS software. The most significant statistical test in this research is the analysis of variance.

## **8. DESCRIBING RESEARCH DATA**

In this section, the research samples and its variables are described:

❖ Frequency distribution based on students' gender

Based on the findings of Table 1, 60% of the students in the control group were girls and 40% were boys and 66% of the statistical population in the test group were girls and 34% boys.

**Table 1 Frequency Distribution based on Students' gender**

experimental	control	gender
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percent	distribution	percent	distribution	
34	10	40	12	male
66	20	60	18	female
100	30	100	30	total

Distribution based on mothers' age

Based on the findings of Table 2, 16% of mothers in the control group are less than 30 years old, 54% of mothers are 30-40 years of age, 30% of mothers older than 40 years and in the experimental group 20% of mothers less than 30 years, 54% between 30-40 years and 26% over 40 years.

**Table 2 Distribution based on the age of mothers**

experimental		control		age
percent	distribution	percent	distribution	
20	6	16	5	below 30 years



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54	16	54	16	Between 30-40 years
26	8	30	9	Above 40 years
100	30	100	30	total

∞ Frequency distribution based on the degree of mothers

Based on the findings of Table 3, 26.6% of the mothers in the control group had a diploma and cycle, 56.6% had elementary education and 16.8% had illiterate mothers, and 23.3% of them had a diploma and cycle, 63.3% have elementary school education and 13.4% of mothers are illiterate.

**Table 3: Frequency Distribution based on Mother's Degree**

experimental		control		degree
percent	frequency	percent	frequency	
3.23	7	6.26	8	Diploma and cycle
3.63	19	6.56	17	Elementary school



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4.13	4	8.16	5	illiterate
100	30	100	30	total

Descriptive statistics of research variables

Statistical indicators such as mean, standard deviation, groups can be seen in the pre-test and post-test phases for the variables.

**Table 4 Descriptive statistics**

medium	Standard deviation	mean	number	position	group	variable
70	80.2	7.69	30	pretest	control	Behavior training
75	38.4	1.75	30	posttest		
71	75.2	53.70	30	pretest	experimental	
5.93	02.6	6.92	30	posttest		
70	52.3	43.69	30	pretest	control	Exclusive plan
75	04.5	5.74	30	posttest		
71	93.3	71	30	pretest	experimental	



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85	74.5	2.84	30	posttest	control	Emotional and cognitive dimensions of children
70	51.4	5.69	30	pretest		
75	94.5	83.74	30	posttest		
71	904.3	8.70	30	pretest		
5.81	51.4	93.81	30	posttest		

medium	Standard deviation	mean	number	position	group	variable
70	29.10	67	30	pretest	control	Improving the mood and
5.74	23.10	3.72	30	posttest		
71	94.4	6.70	30	pretest	experimental	increasing the morality of children
79	14.5	79	30	posttest		
70	42.4	3.69	30	pretest	control	Interaction
5.75	95.5	1.75	30	posttest		



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71	75.2	53.70	30	pretest	experimental	between mothers
5.93	02.6	6.92	30	posttest		
70	04.10	3.65	30	pretest	control	Emotional Negative Strategy
5.73	43.10	6.70	30	posttest		
71	58.5	93.69	30	pretest	experimental	
79	53.6	06.78	30	posttest		
5.69	92.5	03.68	30	pretest	control	Depression symptoms
74	69.7	3.73	30	posttest		
71	72.5	8.69	30	pretest	experimental	
5.78	4.6	6.77	30	posttest		

## 9. INFERENCE ANALYSIS OF DATA

Main hypothesis

1. Mothers' training has an impact on the emotional positive strategies of depressed children and the reduction of depression in children.





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Subsidiary hypothesis

Behavioral education for mothers affects emotional and cognitive strategies and decreases depression.

Providing a dedicated program for educating mothers to reduce depression in children.

Main hypothesis: Teacher education has an impact on emotional positive and emotional strategies of depressed children and reducing depression in children.

H0: It seems that mothers' education does not affect the emotional positive strategies of depressed children and the reduction of depression in children.

H1: It seems that mothers' education affects emotional positive strategies of depressed children and decreases depression in children.

First hypothesis: Behavioral education for mothers to increase emotional and cognitive strategies and reduce depression.

H0: It seems that behavior training does not affect mothers to increase emotional and cognitive strategies and reduce depression.

H1: It seems that mothers' behavioral education is effective in increasing emotional and cognitive strategies and reducing depression.

**Table 5: Homogeneity test of variance of the first hypothesis**



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First hypothesis	Levine's statistics	Degree of freedom	Degree of freedom 2	Significance level
pretest	880.5	1	58	18.0
posttest	352.0	1	58	55.0

According to Table 5, the significance level of the groups is higher than 0.05. Therefore, it can be said that the variance of the groups is uniformity and there is no reason for heterogeneity of variances.

**Table 6 - Covariance Analysis of First hypothesis**

Significance level	F	Degree of freedom	Mean of squares	Sum of squares	variable
001.0	765.0	1	304.21	304.21	pretest
000.0	093.81	2	317.2259	635.4518	group
		57	861.27	063.1588	error
		60		428353	total



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In Table 6, as you can see, the significance is smaller than 0.05. Therefore, in general, it can be said that the independent variable affects the dependent variable. In fact, it can be said that the hypothesis is zero and the assumption is opposite. In fact, in order to enhance emotional and cognitive strategies and reduce depression, behavioral education can be effective in training mothers. In other words, it can be said that behavioral education for mothers used to enhance emotional and cognitive strategies and reduce depression.

Second hypothesis: Providing a dedicated program for educating mothers to reduce depression in children.

H0: It seems that the provision of a special program to educate mothers on reducing childhood depression does not seem to be affected.

H1: It seems that providing a special program for educating mothers to reduce childhood depression.

**Table 7: Equivalence test for variance of the second hypothesis**

First hypothesis	Levine's statistics	Degree of freedom	2 degree of freedom	Significance level
pretest	088.0	1	58	768.0



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posttest	795.0	1	58	376.0
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According to Table 7, the significance level of the groups is higher than 0.05. Therefore, it can be said that the variance of the groups is consistent and there is no reason for heterogeneity of variances.

**Table 8: Covariance Analysis of the Second Hypothesis**

<b>Significance level</b>	<b>F</b>	<b>Degree of freedom</b>	<b>Mean of squares</b>	<b>Sum of squares</b>	<b>variable</b>
002.0	351.10	1	871.260	871.260	<b>pretest</b>
000.0	107.24	2	527.607	053.1215	<b>group</b>
		57	202.25	496.1436	error
		60		381231	<b>total</b>

In Table 8, as you can see, the meaningful value is less than 0.05. Therefore, in general, we can say that the independent variable affects the dependent variable. In fact, we can



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say that the hypothesis is zero and the assumption is opposite. In fact, providing mothers with a special program can be effective in training mothers in reducing childhood depression. In other words, it can be said that providing a special program used for training mothers to reduce childhood depression.

**Table 9 covariance analysis of the main hypothesis**

<b>Significance level</b>	<b>F</b>	<b>Degree of freedom</b>	<b>Mean of squares</b>	<b>Sum of squares</b>	<b>variable</b>
<b>002.0</b>	<b>361.3</b>	<b>1</b>	<b>265.123</b>	<b>265.123</b>	<b>pretest</b>
<b>000.0</b>	<b>777.50</b>	<b>2</b>	<b>372.1862</b>	<b>743.3724</b>	<b>group</b>
		<b>57</b>	<b>677.36</b>	<b>602.2090</b>	<b>error</b>
		<b>60</b>		<b>435790</b>	<b>total</b>

In Table 9, as you can see, the meaning value is smaller than 0.05. Therefore, in general, it can be said that the independent variable affects the dependent variable. In fact, we can say that the null hypothesis rejected the main hypothesis and approved the opposite assumption. In other words, it can be said that the education of mothers affects the emotional positive strategies of depressed children and decreases depression in children.

**10. CONCLUSION**



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The results of this study suggest that training behavioral management methods has a significant effect on reducing parental stress in mothers of children with depressive disorder. In sum, it is concluded that mothers' training with Adler's approach has main effect to improving the emotional strategies of depressed children and reducing depression because of its preventive aspect. so that it offers simple and practical strategies in the discussion of the treatment, it has unique advantages. Therefore, it is better to use this treatment for weak depression disorders, and cognitive-behavioral therapy is preferable to severe depressive disorders requiring professional treatment.



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