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The effect of the parenting skills in the attitude of preschool students' mothers

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Abstract

Introduction: child and adolescent mental health is the main part of public health and any effort for the improvement of the child mental health needs evaluation of parenting skills and familial interactions. Positive parenting education is an interventional program based on the social learning theory and its main objective is prevention of behavioural, emotional and developmental problems in children by increasing the information, skills and self confidence of the parents. **Materials and methods:** 32 individuals who were the mother of pre school students enrolled in this study. Before and after positive parenting education they were asked to fill the parenting scale and demographic questionnaires. **Results:** The score of the parenting scale was higher in three sub scale before education and the total score in mothers with age of lower than 30 and in mothers whose student was their first child was higher before education. the role of age and the birth rank were not significant after education. **Conclusion:** this study shows that short term education of positive parenting can make improvement in different sub scales of parenting scale.

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Key words: parenting skill, procrastination, dictatorship, authoritarian

1. Introduction

As an adult, parenting is one of the most critical tasks that we are facing. While anyone is usually trained for his or her occupations, almost always we do parenting without any training or guidance. So there is usually a trial and error in attempt to be effective parent. But there is not enough time to learn through trial and error beside the outcome is not predictable. So education of effective parenting skills seems to be mandatory. (Forehand, Long, 1994, Sandres 2003).

According to the most of researches, parenting skills education would be helpful for parents to improve their interaction with children. These skills will decrease their conflict in parenting skills they use, and also decrease behavioral problems in children and increase satisfaction as a parent.

(Martin, Volkmer 2007, Sanders 2003, Whittaker, Harden, See, Meisch, Westbrook, 2011).

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Parenting skills education is an interventional program based on the social learning theory. And its main objective is prevention of behavioral, emotional and developmental problems in children by increasing the knowledge, skills and self confidence of the parents.

(Sadock, Ruiz, 2009, Bodeman, Cina, 2008. Stemmler, Beclman 2007).

Researches on parents with children who have behavioral problems and disability show decrease in behavioral problems and using dysfunctional parenting skills and parental conflict. (Peal 200, Sofronoff, Jahnel, Sanders, 2011, Kim, Doh, Hong, Choi, 2011).

Parenting styles and the quality of family style indicate parent's affective relationship and their interaction with children. And this is a critical factor for children development and learning. (Skreitule- Pikse, Sebre, Lubenko 2010, Turner, Sanders 2006, Sanders 2003).

Researches based on interactions between children and parents that evaluate parenting attitudes and styles were influenced by Diana Baumrind.

Diana Baumrind presented 3 parenting styles. That includes authoritative, authoritarian, and permissive.

Children of permissive parents are usually immature and they have impaired impulse control. These children are demanding and dependant to the others and have less self confidence. Children of authoritarian parents are usually anxious, withdrawn and upset, and they have low frustration tolerance.

In contrast, children of authoritative parents are usually happy and they have self confidence.

Authoritative parents not only have parent's roles but also they accept training children responsibility and they always try to get more knowledge about this responsibility in different ways. (Sadock, Ruiz 2009)

Behavioral and conduct problems in children are common and it is along with expensive costs for family, school and society. Poor parents' supervision and parenting strategy have critical role in emerging these problems. (Sanders 2003)

As long as the attitude is almost a culture bound issue, the objective of this study is to assessing the attitude of preschool students' mothers to the parenting skills education in Iranian culture

2. Materials and methods

2.1. Participants

The study was conducted in Yazd a city in the center of Iran. After coordination between Shahid Sadoughi University of Medical Science and Educational and Training Organization. One girl primary school was introduced. Then we asked school principal to invite all of the parents. All of the mothers were biological parents of the children. We explained the objectives of the study to mothers. Parents who could be able to participate in educational sessions were divided to 3 groups of 12-15 persons. Pre and post test were done through a questionnaire after education of each group a bout principals and functional ways of parenting in a two hours weekly sessions for 6 successive weeks. at the end of each sessions, according to the subject of the session the mothers were given a task to do till the next session and coordinator was responsible for any inquiry from the participants.

11 participants dropped out because they were unable to follow sessions

2.2. Measures

Measures of this study were a two part questionnaire. the first part included: mother's age, birth rank, the number of children, parent's job and education level.

The second part was about parenting scale. The parenting scale is a brief instrument designed to measure dysfunctional parenting practices for parents of young children. The PS total scores with 30 items in 1 to 7 grades which consist of 3 subscales: laxness, over reactivity and verbosity, has adequate internal consistency ($\alpha=0/84$) and test-re test correlation ($r= 0/84$) (Arnold, O'leary, Wolff, Acker, 1993).

The lower scores show functional and well parenting and the higher scores show dysfunctional parenting.

Statistical analysis data were processed with SPSS Software, version 15 and analysed with Chi square test.

3. Results

At the beginning of study there were 42 participants and 11 participants were dropped out of study. 23 out of 31 mothers (90.30%) were housekeeper and 3 (9.7%) were clerk. The husbands' job of 14 participants (45.2%) was business and 17 (45.8%) were clerk. 77% of mothers and 74% of fathers had high school or more level of education and 22% of mothers and 25.8% of fathers had lower than high school level of education.

45% of students were the first child, 35% were second, and 16% of mothers had more than 3 children, 61% of children were the first child.

15 mothers were under 30 years old and 16 were older.

The difference of parenting scale between pre and post intervention in laxness subscale was statistically significant (PV=0.009). (table -1)

The total scale score before intervention was higher than after intervention and it was statistically significant (Pv=0.02). (table-1)

Table 1. Comparison of the mean and standard deviation of different parenting scales scores in pre and post intervention analysis

Variable	Pre- intervention		Post- intervention		statistical result P value
	mean	S.D	mean	S.D	
Laxness	3.94	0.50	3.54	0.65	P=0.009
Over reactivity	3.74	0.55	3.46	0.55	0.058
verbosity	4.06	0.56	3.8	0.70	0.241
No factor	4.04	0.72	4.08	0.74	0.819
Total score	15.79	1.34	14.90	1.67	0.081
Total scale score	4.04	0.35	3.77	0.40	0.020

Parenting total scale score in mothers with age of lower than 30 years was higher than older mothers and it was significant (Pv=0.049). (table-2).after intervention, the mean score in 2 groups are almost the same and the difference was not significant.

Table 2. Mean and standard deviation of total number and total scale score in pre and post intervention based on age group

Age group	Total number pre-intervention		Total scale score pre-intervention		Total number post-intervention		Total scale score post-intervention	
	mean	S.D	mean	S.D	mean	S.D	mean	S.D
Under 30 years	16.06	1.70	4.15	0.43	14.30	1.44	3.66	0.34
Over 30 years	15.50	0.85	3.93	0.21	15.46	1.73	3.88	0.42
Total	15.79	1.34	4.04	0.35	14.90	1.67	3.77	0.40
Statistical analysis	P=0.18		P=0.49		P=0.045		P=0.15	

The total score before intervention in under 30-years old mothers group was higher than older one and it was statistically significant(Pv=0.045) but there was no significant difference after intervention.

the mean scores of different scales in mothers whose student was their first child were higher than others. this difference in laxness and over reactivity subscales and total scale score were statistically significant(table-3).

Table 3: mean and standard deviation of different scales score and total scores in pre intervention based on birth rank

Birth rank	1 st child	2 nd child	3 rd child	total	value	
Different scales						
Laxness	{ mean	4.10	3.71	3.63	3.94	0.038
	{ SD	0.48	0.53	0.30	0.50	
Over reactivity	{ mean	3.85	3.24	4.00	3.74	0.047
	{ SD	0.48	0.67	0.44	0.55	
Verbosity	{ mean	4.24	3.69	3.94	4.06	0.56
	{ SD	0.59	0.46	0.23	0.56	
Total score	{ mean	16.11	15.18	15.42	15.79	0.108
	{ SD	1.46	1.25	0.59	1.34	
Total scale score	{ mean	4.15	3.78	3.99	4.04	0.036
	{ SD	0.36	0.28	0.16	0.35	

. After intervention the scores were decreased in all subscales (table-4).

Table 4: mean and standard deviation of different scales score and total scores in post intervention based on birth rank

Birth rank	1 st child	2 nd child	3 rd child	total	P value	
Different scales						
Laxness	{ mean	3.55	3.49	3.56	3.54	0.98
	{ SD	0.73	0.67	0.33	0.65	
Over reactivity	{ mean	3.38	3.31	3.98	3.46	0.120
	{ SD	0.52	0.51	0.54	0.55	
Verbosity	{ mean	3.65	4.12	3.97	3.81	0.39
	{ SD	0.60	0.84	0.82	0.70	
Total score	{ mean	14.48	15.43	15.76	14.90	0.21
	{ SD	1.72	1.41	1.55	1.67	
Total scale score	{ mean	3.70	3.85	3.95	3.77	0.34
	{ SD	0.40	0.43	0.33	0.40	

4. Discussion

The objective of this study was to assess the effect of parenting skills education in the attitudes and parenting practice of preschool students' mothers.

The results of this study showed that short-time parenting skills education improved attitudes and parenting practice in different parenting scales. These findings are in consistence with findings in other studies. (Sanders 2003)

In a study in Hong Kong, 91 parents of 3-7 years old children referred to the child mental health centre, were enrolled in parenting skills education . The results indicated significant lower level of child behavior problem, using dysfunctional parenting styles and higher parent sense of confidence compared to the control group. (Leung, Sanders, Leung, Mak, Lav 2003)

In another study that parenting skills education covered General practitioner (GP) who worked at primary care centre. The results showed GPS had more confidence and satisfaction compared to the control group, in consultation with children with behavioral problem. (Sanders, Tully, Turner, Maher, McAuliffe .2003).

In a study on 87 parents of pre school children with ADHD, after parenting skills training, the level of behavioral problem and dysfunctional parenting style was decreased according to parent reports. They also had higher sense of confidence. These changes in attitude and performance were maintained at 1-year follow up period (Bor, Sanders, Markie-Dadds, 2002) .

In a randomized controlled trial study done in iran, 220 mothers of children aged 2 -6 years refered to health centres for vaccination ,growth and development ,enrolled in positive parenting program, there was an improvement in their relationship .(Oveisi, S. et al ,2010)

Considering the relationship between mothers' age, birth rank and parenting styles, the result of study showed that mothers with age of under 30 years-old and whose students were their 1st child in comparison to older mothers and whose students were the 2nd child or more had more dysfunctional parenting styles. this finding could be infavor of an issue that by getting older and having more children and getting more experience, parenting skills become more functional but after education the parenting score difference between two groups was decreased. So the short-time education could have a positive effect on mothers' attitude and parenting practice. These findings are in consistence with previous studies that remind, we have not enough time for trial and error in this world and education obviously can increase knowledge and improve skill and parent' sense of confidence (Forehand, Lorg , 1994, Sanders, 2003).

In this study mothers with high school level of education or upper, comparing to others with lower education had better parenting style. After education the scores were more close to each other and this difference was not statistically significant.

In the study of Moderators of outcome in a brief family-centred intervention for prevention of early behavioral problem, familial intervention has been more effective in low educated individuals. (Gardner.F.,Connell,A.,Trentacosta ,C.J.,Shaw ,D.S. ,Dishion T.S. ,Wilson ,M.N. 2009) .

This study was conducted in a gril primary school and it is based on parenting scale without observing mother and child interaction and teachers' report, so these results could not be generalized to the mothers who has a pre-school child. This limitation should be considered in future studies.

5. Conclusion

The results of this study suggested, that short-time parenting program, is effective on parenting attitude and can improve parenting style.

We have to investigate on this field to improve parents' attitude and knowledge and promoting parents and children mental health.

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