

Studying the effectiveness of teaching parents' positive parenting practices on reduce anxiety in girl children of primary school in Esfahan city in 2013-2014

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Abstract: The study aimed at understanding the effectiveness of positive parenting techniques to reduce anxiety in children girl's parents. This semi-empirical method (pre-test, post-test control group) the population consists of all elementary school students Esfahan city in 2013- 2014 and in formed among them, 50 cases were selected based on random manner. Spence anxiety scale research tools and training sessions were positive parenting parents. Data were analyzed by analysis of covariance. Results showed positive parenting techniques to reduce anxiety in parents of elementary school students Esfahan city has been effective ($p < 0.05$).

Key words: Parents teach positive parenting; Anxiety, and children

1. Introduction

Man as a social being and in relation to different social environments, each environment has something to teach the whole of a person without identity, into a social and social identity and it is natural that the individual citizen is fruitful for our community. In passing from one person without the person's social identity, socialization activities applied to him. Socialization is practiced by various sources on humans, and each part of the cultural and social character of their own. Meanwhile, the family of one of the key roles played in most communities, the role of parenting behaviors and they featured. In this regard Sanaei quoted Frimo says the impact on individuals, families of all those who have ever known; beyond the impact of family culture, the world of work, friends, relatives and their likes. (Saifi Gandomany, 2009). In recent decades, many studies on the effects of parenting styles on children's development have been conducted. Most previous research showing children of authoritative parents, regardless of age have a better performance in school, fewer problems than other children show better emotional adjustment (McKinney and Rank, 2008). Although previous studies have shown that children of authoritative parents are most profitable, but most of these studies have focused on the mother. Researchers assessed the mother's parenting style thus assume that fathers also have to follow the same style. Unfortunately, little information is available about the validity of this assumption and while some researchers believe that a combination of paternal and maternal adjustment

and child health practices Peruvian child relationship (Marsiglio et al., 2000). Parenting style or system as a set of behaviors that interaction parent - child over a wide range of situations described and it is assumed that creates an impressive atmosphere. Parenting style is a determining factor and influence which plays an important role in psychopathology and child development. Anxiety disorder is a common mental disorder in childhood. Studies indicate that about 8-12% of children with anxiety disorders, indicating the importance of this disorder. Including anxiety disorders are the most common childhood separation anxiety, generalized anxiety disorder and obsessive-compulsive noted specific phobias (Biddle and Turner, 2005).

2. Statement of problem

No doubt the family is one of the most important factors in a child's development. A child is born healthy and has the highest possibility of being made at its best. The child has the capacity the best training is to achieve the highest perfection if it is family and given the right environment to grow. An average of every 100 children, about 13 people between the ages of 9 and 17 years of experience of anxiety disorders and the prevalence of this disorder in girls than boys (Costello and Meilen, 2001). Different environmental factors, genetic predisposing factors, the autonomic nervous system irritability, and increased levels of cortisol, psychological factors such as negative emotions experienced the death of a bystander, authoritarian parenting style parenting, anxious family and social factors such as migration patterns in the

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environment, school environment, reinforced stress response in school and community environment, and exposure to threatening situations such as war, earthquakes and floods are involved in anxiety (Basak Nejad, 2011). Studies show that between parenting style and behavior expressed support for children and teenagers. Evolutionary theory suggests that anxiety is to accept parental control and behavior in children is associated with symptoms of anxiety. Although many actions in the parental controls in most of the pattern of dictatorship and democracy are loose (Shafi Abadi, 2009). Environment as well as individual genetic inheritance, prepare the ground for growth. The multi-layered set of factors that contribute to physical and mental health of patients with combined and any stay in power and extent of the impact does not equal family. Establish family links between people that are unique and provides the first and most important social context for human development (Rumi and Delaware, 2009). Certainly the picture of consistency, confidence and sense of responsibility is reflected in the child's parents and in the mix of experienced and new expectations formation is closed. Parental behavior plays an important role in the treatment of children; almost all children during growth and in compliance with these problems are stress and conflict that followed is able to behavioral problems - emotional and learning in the lead (Schneider, 2001). Due to the lack of attention to the environmental safety, children faced with numerous problems that will lead them to be strong willed children who generate an unhealthy society too. If parents do not paying attention to their parenting and child rearing styles, their children will suffer from anxiety and psychological distress. Based on what we said, family risk factor such as inefficient interactions of parent-child and inadequate parenting style can be a powerful factor for the development and maintenance of emotional and behavioral problems in children and adolescents. Accordingly, in this article, the effect of education on positive parenting style on children anxiety at elementary aged school girls has been studied.

3. The importance and necessity of research

Child development and parenting style is one of the most fundamental issues in the life of every individual and society, also expressed the need to stress how people, especially children's lives and their future impact; determine the necessity and significance of the research. This study and the results obtained in this study for families, schools, and a family counselor is useful.

4. The research purpose

Awareness of the effectiveness of teaching methods of positive parenting parents on reducing anxiety in children of primary school girls in Esfahan city.

5. Research hypotheses

Parents teach positive parenting techniques impact on reduce anxiety in children of primary school girls Esfahan city.

6. Methodology

Study of the structure of a quasi-experimental study (pretest-posttest control group) is. Since the main objective of the study was aware of the effectiveness of the methods of positive parenting to parents the girls had reduced anxiety, quasi-experimental research methods were suitable to achieve this goal.

7. The population

The population of this study consisted of all elementary school students are in Esfahan city.

8. Sample and sampling

The research sample consisted of 50 parents of children with anxiety; the random sampling method based on the selected target as the areas of Education, District 5, and a randomly selected school after the test, Spence (parent form) parents randomly divided into two groups of 25 subjects and controls were tested. After running the study, Number of samples in Control group and the Experimental group was reduced to 21 people.

9. Research Tools

Spence anxiety scale (parent form): The questionnaire included 38 questions three choices from zero (never) to 3 (always) and has 6 subscales, fear, fear of open spaces, separation anxiety, social phobia, fear of physical injury, obsessive - compulsive and anxiety is released. The occurrence of any of Sfrta 3 grading options, the range of scores on this scale is 0 to 114. The reliability of this scale in 6 areas is: fear, fear of open places, 0.74, 0.68 separation anxiety, fear of physical injury, 0.82, 0.74, social anxiety, obsessions and practical and general anxiety 0.79 (Nejad Basak, 2011). In this study, Cronbach's alpha obtained was equal to 0.84. Cronbach's alpha obtained in this study for fear of open places 0.75, 0.84 separation anxiety, fear of physical harm 0.82, Social Anxiety 0.81, obsessive - compulsive disorder and generalized anxiety 0.78 and 0.86 respectively.

10. Statistical methods

Data on the level of descriptive and inferential statistics were analyzed. In the description of the frequency and frequency tables, graphs, measures of central tendency and dispersion frequency table as means and standard deviations for the variables used. The inferential analysis of covariance (Ankoa)

was used. All analyzes were done with SPSS software version 18 was used.

10.1. Descriptive Statistics

Table 1: Descriptive measures of general anxiety in the studied groups

Group	Pretest			Posttest		
	Number	Average	Standard deviation	Number	Average	Standard deviation
Experiment	21	77.10	5.73	21	64.52	10.03
Control	21	77.19	3.57	21	74.86	5.54

As seen in the table above pre-test scores in both experimental and control groups respectively 77.10 and 77.19 and is approximately equal to the post-test scores in both experimental and control groups, respectively, is equal to 64.52 and 74.86 significant difference between the mean scores of the two groups and the general anxiety following the implementation of positive parenting training is created.

11. Inferential statistics

11.1. Research hypotheses

Table 2: Results of the separation anxiety normally distributed groups

Group	Kolmogorov - Smirnov	Significance level
Experimental group	0.7	0.2
Control group	1.06	0.71

As indicated in the above table is the level of significance of the test for two groups is greater than 0.05 this means that the distributions of the general anxiety in both groups, with no significant difference between the normal distribution, the distribution are a normal trait. Linear relationship between the dependent variable and variable in groups: The

Teach positive parenting techniques to reduce stress on the children's parents. To test this hypothesis using univariate analysis of covariance was used. In order to use this test to examine the presuppositions and reported.

11.2. Presuppositions analysis of covariance

Trait distribution is normal in order to check this assumption using the Kolmogorov - Smirnov one group was used.

dependent variable is the post-test which must pre-test (variable) is linear in both control and experimental groups.

To check this assumption of linearity test was used. Homogeneity of variance in the dependent variables in the study of errors Levine's test was used to examine these assumptions.

Table 3: Test Levine (homogeneity of variance errors) in groups

F statistic Levin	Degree of freedom 1	Degrees of freedom 2	Significance level
5.06	1	40	0.13

As you can see in the above table, the significance of this statistic is greater than 0.05, so there is no significant difference between the variance of the errors and the condition of homogeneity of variance of errors is in place. Presuppositions regarding the

establishment of covariance test to determine differences between the test group and control group anxiety that positive parenting skills are under the control of the experimental work was done.

Table 4: Results of ANCOVA groups in general anxiety

Change resources	Sum of squares	Degrees of freedom	Mean square	F	Significance level	Chi-Ita
Pretest Group	1321.67	1	132.67	39.46	0.00	0.5
Error	1096.32	1	1096.32	32.73	0.00	0.45
Error	1306.13	39	33.49	-	-	-

The table above ANCOVA to compare the results of pre-test control group shows. Results ($p < 0.05$, $32.73 = F$) shows the effect of pre-test, post-test between the control and experimental groups, there were significant differences and the null hypothesis that there is no significant difference between the study control and experimental group rejected the premise of the study is approved. Thus, according to

the results of the statistical table can say that the anxiety group whose parents have participated in positive parenting skills training program than those who did not participate have been significantly reduced.

12. Conclusion

ANCOVA results by controlling the pre-test to compare the two groups ($p < 0.05$, $32.73 = F$) shows the effect of the pretest, significant difference between control and experimental groups at post-test, and the null hypothesis that there is no significant difference between the study and control. Experimental group rejected this assumption is confirmed. Thus, according to the results of the statistical table can say that the anxiety group whose parents participated in parenting skills training program (experimental group) were compared to those who did not participate in the control group, a significant decrease was found. Hazraty Leylan (2010), the research has examined the relationship between parenting style and parental anxiety of students stated the anxiety of students based on their parenting styles is significant. He also stated that the level of anxiety among female students than male students. One of the largest studies Zobrik (2001) on 718 parents of preschoolers and up to 2 years of follow-up was done. The result showed that the parent companies of authoritarian parenting positive parenting program for parents of dramatic changes occurred in the control group. Also in education, depression, anxiety, stress and conflict in the upbringing of the child's parents declined and increased marital adjustment. 0.89 consent of the curriculum also been reported (Saunders, 2005). Viktorin Parenting Center in Melbourne, Australia, 589 women participated in the training program of positive parenting. In this study before the start of training 45% of the children involved had behavioral problems, after teaching positive parenting significant improvement in parenting style, sense of competence, depression, anxiety and stress and conflict Couples (MAC Lead, Wood and Weiss, 2007). Rapy (2009) in their research on parenting styles landscape is strict and authoritative references. Parenting style landscape, with low levels of heat, and acceptance is determined, the risk increases anxiety. Style controls and strict parent and child dependency leads to strengthen the perception that the world is a dangerous area to provide the child in this way the parental control over the child to become independent, and explore the need to deal with it. Increase efficacy and reduce his anxiety while that parents encourage children to self-determination and independence, led to the recognition of skills, competencies and reduce feelings of anxiety in children. Positive parenting program, a variety of management education programs for parents and children to run. This program, based on multi-level and orientation strategies for the prevention and family support has been created by Saunders et al. Positive parenting program, behavioral family intervention model based on social learning principles. The program aims to increase family support factors and reduce risk factors associated with behavioral problems in children.

13. Suggestions

It is suggested that the parents and the authorities to pay more attention to students' mental states if symptoms to prompt action in this regard chronicity of these disorders is prevented. It is suggested that parents and school staff to create a successful experience, successful models and verbal and incentives for students to increase their self-esteem thereby reduce the amount of stress and anxiety in students. Considering the effect of positive parenting on children's anxiety the program in training centers is counseling centers and welfare and use of such organizations. Due to the reduction of separation anxiety can be positive parenting education for kindergarten and positive parenting and preschool education to reduce separation anxiety can be used.

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