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Research Article

**THE EFFECTIVENESS OF PARENTING SKILLS TRAINING  
ON MENTAL HEALTH AND BEHAVIORAL PROBLEMS IN  
PRESCHOOL CHILDREN****<sup>1</sup>Mahboobeh Bostani and <sup>1\*</sup>Ali Mohammad Rezaei**<sup>1</sup> Department of Psychology, Arsanjan Branch, Islamic Azad University, Arsanjan Iran**Abstract:**

*The present study was conducted to evaluate the effectiveness of parenting skills training on mental health and behavioral problems in preschool children. The statistical population of this study consisted of all parents of preschool children in the city of Arsanjan in the academic year of 2016-2017. They were selected by multistage cluster random sampling method and assessed using From the Rutter Behavioral Questionnaire Parent Form and the general health of Goldberg was evaluated. Then, 30 of them, who did not have a proper condition in both tests, were selected and randomly assigned to two experimental group (15 persons) and control (15 persons) groups. In the next step, the experimental group mothers were educated in the 7 sessions of group training 90 minutes in week. Meanwhile, the mothers of the control group did not receive any intervention. At the end of the intervention, both groups were tested after the test. To analyze the data, covariance analysis was used. The results showed that the education of Parenting skills training an effect on the mental health of mothers and improved the mental health of mothers. Also, the results showed that parenting skills training on children's behavioral problems in all components affected the behavioral problems of children ( $P < 0.01$ ). Therefore, according to research findings, the use of effective parenting practices can reduce the mental health of parents and improve their relationships with the child and reduce child behavioral problems. These findings confirm the importance and necessity of educating parents to apply best parenting practices.*

**Keywords:** Parenting Skills, Mental health of mothers, Preschooler behavioral problems.**Corresponding Author:**

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## INTRODUCTION:

The family is the main focus of education and the most important environment in which the child is aware of the quality of human relationships, emotional development and mental health of the child depends on his or her family environment. The effective communication of the flourishing identity, human perfection is the primary basis for its connection with others. Meanwhile, the ineffective bonding blocks human growth and destroys relationships. So the basis of life and happiness is these interpersonal connections [1]. Kindergarten teachers, counselors and educators are trained for many years to do their job well. Some people say that the belief that parents need to be educated to make parents better cannot yet be developed. But this claim is untrue, and society increasingly valued the work of parents, because parents are the most important children in their lives [2]. Given the fact that parents have an effective role in interacting with their children and in forming their personality, sometimes due to differences in values, it seems that parenting education is used to use the strategy of reason rather than verbal and physical aggression. It can be effective in improving relationships and resolving conflicts with their children, which is a step towards a more healthy family and community, given that the family is the foundation of a community. [3]. Hence, child-rearing is a relatively new area that has focused on research attention since the 1970s, and since then, many approaches have been taken to address parent-child and family issues. Mental health is a dynamic and complete state of the absence of symptoms of illness and the presence of health signs that are of mental, psychological and social dimensions. Mental health is essential and essential to improving the quality of human life [4]. Pre-pre-school children encounter problems that are called child behavioral problems. Child traumatic problems in this period include lying, robbery, aggression, embarrassment and shyness ... Parents need to be aware of their children's behavioral problems and learn how to deal with it. Considering that the emergence of behavioral problems is affected by several factors, including parenting practices and parental care, these problems can affect the health of the parents. Therefore, in this research, we are going to find out that by teaching parenting skills Reduce mothers' mental health and behavioral problems in preschool children.

## RESEARCH METHODOLOGY:

In this research, a semi-experimental design with pretest-posttest design with a random-control and control group was used.

The statistical population in this study was all parents (eight preschools) whose children enrolled in preschools in Arsanjan in 2016-2017 and were trained and educated using multistage cluster sampling from the beginning (Out of 8 centers), four centers were randomly selected.

### Research tools

Three instruments were used in this research:

A) General Health Questionnaire (GHQ)  
(B) Children's Rutter Behavioral Problems Questionnaire

C) Educational package for parenting skills

A) General Health Questionnaire (GHQ)

The questionnaire made by Goldberg is one of the most well-known psychiatric screening tools available in Form 12, 28, 30, 60.

(B) Children's Rutter Behavioral Problems Questionnaire

The questionnaire was created by Michael Rutter in 1975, and includes versions A and B, with version A of 31 and completed by parents. Parents can answer questions about 30 minutes depending on the child's behavior during the past 12 months.

C) Educational package for parenting skills

Parenting skills were held in seven sessions of 90 minutes. Meetings were held in the preschool for a two-month course at 5 o'clock in the evening. At the last session of child development skills, members of the experimental group addressed the Children's Rutter Behavioral Problem Questionnaire and the General Health Questionnaire.

### Statistical analysis of data

In order to describe and analyze the statistical data in this study, descriptive statistics including mean and standard deviations and inferential statistics including covariance analysis with Kolmogorov-Smirnov test were used to study the status of data normalization among the variables. It should be noted that all the calculations of this study are performed by statistical software spss-18 and the results are reported at a significant level of 0.01.

**Table 1: Mean and standard deviation of pre-test and post-test scores of preschool children and mental health of preschool children mothers in two groups of experimental and control**

Post-test		pre-exam		Abundance	group	Variables	
Standard deviation	Average	Standard deviation	Average				
64.1	37.2	04.2	17.5	the experiment	experiment	the experiment	Children's behavioral problems
14.2	81.3	86.1	37.4	Control	Control	Control	
20.1	63.1	06.1	98.3	the experiment	experiment	the experiment	
79.1	42.3	96.1	71.3	Control	Control	Control	
63.1	33.3	80.1	81.3	the experiment	experiment	the experiment	
89.1	24.3	04.2	49.3	Control	Control	Control	
65.1	80.1	98.1	93.3	the experiment	experiment	the experiment	
93.1	49.3	02.2	06.4	Control	Control	Control	
01.1	19.1	00.2	79.3	the experiment	experiment	the experiment	
11.1	71.2	74.1	17.3	Control	Control	Control	
96.2	22.7	33.3	the experiment	the experiment	experiment	mental health	
24.3	82.10	04.4	Control	Control	Control		

**Table 2: the results of the Kolmogorov-Smirnov test on the normal assumption of the distribution of scores**

Kolmogorov-Smirnov			level	Variables	
significance level	Degrees of freedom	statistics			
167.0	30	pre-exam	pre-exam	pre-exam	Children's behavioral problems
082.0	30	Post-test	Post-test	Post-test	
276.0	30	pre-exam	pre-exam	pre-exam	
413.0	30	Post-test	Post-test	Post-test	
317.0	30	pre-exam	pre-exam	pre-exam	
321.0	30	Post-test	Post-test	Post-test	
219.0	30	pre-exam	pre-exam	pre-exam	
116.0	30	Post-test	Post-test	Post-test	
361.0	30	pre-exam	pre-exam	pre-exam	
0/216	30	Post-test	Post-test	Post-test	
0.191	30	pre-exam	pre-exam	pre-exam	
209.0	30	Post-test	Post-test	Post-test	
233.0	pre-exam	pre-exam	pre-exam	mental health	
199.0	Post-test	Post-test	Post-test	health	

**Table 3: the results of covariance analysis on mean post-test scores of test and control groups in mental health score**

Statistical power	Eta Squared	P	F	Average squares	Degrees of freedom	Sum of squares	Source of change	Variable
62.0	813.0	000.0	931.84	201.967	1	201.967	pre-exam	mental health
68.0	509.0	006.0	111.27	109.1003	1	109.1003	group	
				388.11	27	369.1256	Error	
					40	34284	Total	

## DISCUSSION AND CONCLUSION:

The first hypothesis of the research stated that parenting skills training had an impact on the educational problems of preschool children. To analyze this hypothesis, data were analyzed using covariance analysis. The findings showed that there is a significant difference between the estimated mean scores of variables in the experimental and control group. In other words, after controlling the pre-test variable, the difference between the mean of abnormal problems in the two groups is significant and significant. This finding is consistent with the results of Brendan Andre and colleagues (2015), Rachel et al. (2016), Hume Sin et al. (2016), Ghadampour and colleagues (2015), Malek et al. (2013), Nematollahi et al. (2014), Karamizadeh et al. (2014), Yarmohammadian et al. ), Balali and Agha Yousefi (2011). Therefore, the first hypothesis of the research is confirmed and it is concluded that the training of parenting skills has affected children's behavioral problems. Since descended parents in their disciplinary encounters are violent parents who use strict punishment and whose excessive control and hardening creates an inflexible educational structure, this educational method Violent and non-violent behavior can lead to behavioral problems in the child. In contrast, as opposed to descended parents, parents do not have control over their child's behavior, and the parental care component is also low. Therefore, it is expected that this parenting style is also related to child behavioral problems and negative outcomes. Indeed, parents are valued for both autonomous behavior and discipline by finding parenting skills and applying a vigorous way. Because they believe that rational control and accountability lead children to adhere to the rules and principles of the right behavior, to internalize them and to take responsibility for their behavior and actions, and as a result, their behavioral problems are reduced. Strong parents do not surrender childhood, they cope with the child's nose, in response to poor child behavior, they show dissatisfaction and discomfort, support the child's constructive behavior, clearly communicate the rules, Considering the child's desires and asking for his ideas, they are showing the way to the child, are kind and responsive, expect independent, well-behaved, and appropriately expectant children (Bagherpur, 2007).

The second hypothesis of the research stated that parenting skills training had an impact on mental health of preschool mothers. To analyze this hypothesis, data were analyzed using covariance analysis. The findings showed that there is a significant difference between the estimated mean scores of variables in the experimental and control

group. In other words, after controlling the pre-test variable, the difference between the mean of abnormal problems in the two groups is significant and significant.

This finding is consistent with the results of Beth Russell et al. (2017), Raquel et al. (2016), Ogeny et al. (2016), Ajil Chi et al. (2011), Bashardost et al. (2013), Gholami et al. (2011) Is the same. Therefore, the second hypothesis of the research is confirmed and it is concluded that the teaching of maternal mental health parenting skills has been affected. In explaining the findings of this research, it can be stated that parenting is actually taught to parents to monitor their behavior and effectively communicate with her. On the other hand, because hyperactivity in children with attention deficit hyperactivity disorder (ADHD) is a response to their significant problems. Therefore, external control of the child's behavior by parents may lead to increased attention problems. In fact, learning how to deal with the child has made mothers more able to control the child's behavior. Mothers learn how to use encouragement and punishment and how to effectively use it, which leads to more control of the child and, consequently, reduces the child's hyperactivity and impulsivity. If children's behavioral problems pre-school age, the state's formal education system will be largely closed to guidance and guidance of children, and the program cannot be fundamentally and important. In such cases, it is imperative that the general public, especially young parents, receive the necessary training through the mass media and parenting counseling and guidance centers are created in the various areas with sufficient facilities. The purpose of parent education is educational interventions aimed at helping parents better deal with the problems they face with their children and are designed to correct the interactive pattern between parents and the child. In general, the important factor that contributes to the success of the treatment of parenting teaching skills is the characteristics of the sessions.

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