American Journal of Psychology and Cognitive Science
Vol. 4, No. 4, 2018, pp. 57-61
http://www.aiscience.org/journal/ajpcs
ISSN: 2381-7453 (Print); ISSN: 2381-747X (Online)

The Effectiveness of Parenting Based on Mind-Fullness on Lifestyle and Parental Stress in Mothers with Hyperactive Children in Isfahan

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Abstract

The purpose of this study was to determine the effectiveness of parenting based on mind fullness on parenting styles and stress in mothers with high school children in Isfahan. This was done by quasi-experimental method with pre-test and post-test design and two groups were tested and controlled. The statistical population of the present study was mothers with hyperactivity child aged 7 to 12 years old in primary schools in Isfahan, 2017. Of these, 26 mothers who received a higher score in response to the Coners questionnaire (parental form) and willing to volunteer with the researcher, they were selected through purposeful and random sampling. The mothers were randomly divided into two groups: intervention (13 people) and control (13 people). Intervention groups within 8 weeks Mentally-aware parenting education was given. To measure the effectiveness of parenting based on mind fullness on lifestyle and parent's stress, the two groups in pre-test, post-test and follow-up (After one month of completion), parents' stress scales (PSI-SF) and lifestyle (Laali et al., 2012) were performed on them. The results of variance analysis with repeated measures showed that parenting education based on mind fullness had an effect on reducing parental stress and its dimensions, as well as improving lifestyle and its dimensions, and the effect of these trainings continued in the follow-up phase.

Keywords

Parenting Education Based on Mind Fullness, Parental Stress, Lifestyle, Overactive Child

Received: September 2, 2018 / Accepted: September 26, 2018 / Published online: October 25, 2018

1. Introduction

Hyperactivity is one of the disorders in children that can affect stress and lifestyle in parents. According to [1]. Stress is considered a state of mental stress. Which is created by a series of events, forces or physical, psychological and social pressures. Therefore, a variety of events and physical, psychological and social pressures are the cause of stress. In addition to the trivial issues and the small amount of everyday life, we sometimes encounter issues that require stronger coping strategies, such as marriage, generation, mortality and illness, each of which involves changes in one's life.. Each variation is a stressor that enters a person with stress. Severe and severe stresses certainly cause a variety of psychological and emotional reactions in an individual, such as anger, fear, and anxiety; and so on they appear [3]. Barkley (2002) argues that parent education will increase their understanding of the nature of the disorder and increase their confidence in the role of parenting, and also help them to control and diminish their child's inappropriate behaviors and they will feel more successful in their training. Studies also show that the therapeutic effects will remain stable for 4 to 5 years after the training. In this type of treatment, the child-rehabilitation program is implemented in the natural

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environment at home and by the parents who have the most interaction with him. The lifestyle of each person is a cognitive framework in which one chooses certain behaviors. These behaviors help the person to come to terms with life. [1]. argue that lifestyle is a person's way of life and includes factors such as personality traits, nutrition, exercise, sleep, stress, social support, and drug use [4, 5]. by assessing the lifestyle of individuals, they can achieve their individual and social success in life. Also, the lifestyle is a term Adler used to refer to a person's life. Lifestyle, individual purpose, self-concept, individual's feelings towards others and individual's attitude toward the world. He created lifestyle more than anything else creative, which is the result of confronting with the limitations, obstacles, contradictions and crises that the individual is on the path to progress toward his ideal. Having an overactive child in the family can have an impact on the lifestyle and stress of the parents. Research findings have shown that parenting education can reduce the tension between members of the family, which can reduce the stress and anxiety of these families [5].

2. Method

The present study is a semi-experimental pretest-posttest with control group. The statistical population included all mothers with hyperactivity child aged 7 to 12 years in the primary schools of Isfahan, 2017. The research sample consisted of 26 mothers of a child with attention deficit disorder (ADHD) aged 7 to 12 years who were diagnosed by a child and adolescent psychiatrist with attention deficit hyperactivity disorder (ADHD) by purposeful sampling And randomly selected (first, an area from 6 districts of Isfahan was randomly selected The statistical sample of this study was 26 mothers of a child with attention deficit disorder (ADHD) aged 7 to 12 years who were diagnosed by a child and adolescent psychiatrist with attention deficit hyperactivity disorder (ADHD). They were selected by random sampling method (first, an area from 6 districts of Isfahan was randomly selected and then 2 schools were selected and the mothers of 26 children with attention deficit disorder (ADHD) were invited to cooperate. Then, the questionnaire Conners (parental form) was completed by mothers and they were recognized as suitable for the research according to the high and acceptable scores in the criteria of the questionnaire. Then, the samples were randomly divided into two groups of 13 experimental and control groups. The subjects were entered into the research based on the criteria for entering and leaving the research. The criterion for entering the study was the mother of a child with hyperactivity in the age range of 7 to 12, and the criteria for divorce and absenteeism were more than two sessions. During the training sessions, due to absences of more than two sessions, two of the mothers, the experimental group the control group were also eliminated for statistical analysis.

Research tools

2.1. Parent Stress Questionnaire (PSI-SF)

This scale includes a shortened version of 36 items from the Parenting Stress Index (PSI) developed by Abidine (1995). Rebellion, child creation, admission, reconciliation, outspokenness, sense of competence, parental involvement in the Parent's Short Stress Questionnaire. This scale has been standardized in Iran, Fada'i, Dehghani, Tahmasbiyan and Farhadi (2010). The questionnaire has 5-degree Likret scales, which totally disagree to totally agree to change, with a score of 1 to 5, respectively. Convergent validity was calculated by determining the coefficient of correlation with the mental health scale and the children's behavioral problems questionnaire (quoted by Fadaie et al. 2010). The reliability coefficient in this study was obtained using Cronbach's alpha for the whole of each scale and each of the sub-scales.

2.2. Laali et al. Life Style Questionnaire

The final version of the Lifestyle Questionnaire has 70 questions designed to measure lifestyle by Laali et al. (2012) and evaluates 10 factors that are: physical health, exercise and health, weight and nutrition control, Disease prevention, mental health, spiritual health, social health, avoidance of drugs, drugs and alcohol, prevention of accidents and environmental health. The questionnaire has four degrees never, sometimes, usually and always, which has a score of 1 to 4. The validity of the Cronbach's alpha method was used to assess validity. Also, to determine the validity of the structural analysis used, the structural analysis confirmed the existence of the above 10 factors.

Table 1. Matching lifestyle components with components.

Components	Items
Physical health	1 to 7
Sports and wellness	8 to 14
Weight control and nutrition	15 to 21
Prevention of diseases	22 to 28
Psychological health	29 to 35
Spiritual	36 to 42
Social health	43 to 49
Avoid drugs	50 to 56
Preventing Accidents	57 to 63
Environmental health	64 to 70

2.3. Conners Parents Rating Scale

The test was started by Kate Conners (1960). Distinction between normal children and children with behavioral problems is set. Initially, questions from this test were obtained through unofficial information gathering from parents who had referred their children to the Hopkins University Center. In the 1970s, according to this information,

a 93-item parental rating was provided by Connor.

After 8 years, with the elimination of some of these factors, the short form of this scale was provided by 48 items by Govit, Connors-Woolrich (1978). In this study 26 questions were used. For evaluation in this test, obtaining a mean score of 1.5 or higher indicates the presence of attention deficit disorder and active attention. In other words, the questionnaire has 26 questions and therefore the total score will range from 26 to 104. If the score of a child is higher than 34, the payback is a defect. Any higher score will increase the child's disorder, and vice versa, Qanerson and colleagues (1999) the reliability of this scale has been reported at 90%. The validity of this questionnaire has been reported by the Institute of Cognitive Sciences (0.85) (Alizadeh, 2004).

Data analysing method

To analyse the data from questionnaires, descriptive and inferential statistics were used. In the descriptive statistics section, the mean and standard deviation and inferential statistics were used to test the research hypotheses. Regarding the fact that the questionnaires were distributed and collected in three stages: pre-test, post-test and follow-up, repeated measure analysis of variance was used.. The related calculations were performed using SPSS-23 software.

3. Result

Table 2. Comparison of mean and standard deviation of lifestyle scores and parental stress scores of mothers with ADHD in pre-test, post-test and follow-up stages.

Statistical indicators / Subscales		experiment		Control	
	Test type	Average	Standard deviation	Average	Standard deviation
life style	pre-exam	204.38	24.02	205.38	23.03
	Post-test	237.38	22.88	203.46	21.60
	Follow up	237.53	21.17	207.69	24.26
Parental stress scores	pre-exam	123.69	30.50	104.84	15.89
	Post-test	86	15.67	106.46	14.47
	Follow up	86.76	11.86	105.23	13.13

The results show that the mean life-expectancy scores of mothers with ADHD in the experimental group were more than the control group in the post-test and follow up stages. Parental stress scores of mothers with ADHD in the post-test and follow-up stages were lower than the control group Found.

Table 3. Contents Kolmogorov Smirnov lifestyle scores and parental stress scores for mothers with ADHD children.

Components	group	statistics	Degrees of freedom	significance level
life style	the experiment	0.162	13	0.200
		0.120	13	0.200
Parental stress	Control	0.155	13	0.200
		0.158	13	0.200

Table 4. Levine test on the homogeneity of variance in lifestyle scores and parental stress scores for mothers with ADHD child.

Components	F ratio	df_1	df_2	significance level
life style	0.138	1	24	0.714
Parental stress	2.824	1	24	0.106

The results of Table 5 of Levin test show the equality of lifestyle scores and parental stress scores for mothers with ADHD. The results indicate that equality of lifestyle and parental stress scores for mothers with ADHD child have a psychological equality of variance.

Table 5. Tests the lifestyle scores and parental stress scores for mothers with ADHD children.

	Box, s M	F	df_1	df_2	significance level
life style	16.148	9.372	6	4173.2836	0.085
Parental stress	7.251	6.366	6	4173.2836	0.125

The results of covarianism or the relationships between lifestyle scores and parental stress scores for mothers with ADHD children. The results indicate that the relationships between dependent variables in the two groups are equal for lifestyle variables and parental stress scores for mothers with ADHD. This default was tested and confirmed by the box test ($p > 0.05$).

Table 6. MacCully test results to examine the fit of covariance of lifestyle variables and parental stress scores for mothers with ADHD.

	Machli amount	Chi-squared	df	significance level
life style	0.726	5.374	2	0.051
Parental stress	0.727	3.339	2	1.151

The results of McCullough's test were used to examine the proportion of lifestyle covariance and parental stress scores for mothers with ADHD. The results indicate that covariant or relationships between lifestyle scores and parental stress scales of mothers with ADHD children converted to a unit-

matched unit matrix. This default was tested and confirmed ($p > 0.05$).

Regarding the results as well as the equality of groups, the use of parametric tests is possible in the stages of pre-test, post-test and follow-up.

The first hypothesis: Mindfulness-based parenting education has an impact on the lifestyle scores of mothers with ADHD in post-test and follow-up stages.

Table 7. Simple covariance analysis of scales of parental stress dimensions of mothers with ADHD child.

Source	Sum of squares	Degrees of freedom	Average squared	F	significance level	Amount of Eta	Statistical power
Reinforcing Gary	115.705	1	115.705	5.320	0.030	0.181	0.600
Creating a child	16.673	1	16.673	5.290	0.030	0.181	0.598
Admission	0.013	1	0.013	0.001	0.975	0.001	0.050
Compromise	118.154	1	118.154	5.028	0.034	0.173	0.576
greed	0.821	1	0.821	0.053	0.819	0.002	0.056
Sense of competence	0.051	1	0.051	0.007	0.935	0.001	0.051
Parental attachment	17.551	1	17.551	3.670	0.033	0.133	0.452

4. Discussion

Kolmogorov Smirnov, Lavin and Box tests were performed and the results confirmed that the use of parametric test is allowed the first hypothesis: Mindfulness-based parenting education has an impact on the lifestyle scores of mothers with ADHD in post-test and follow-up stages. The results show that there is a significant difference between the life style scores of mothers with ADHD children at the level of $P<0.01$ ($p=0.001$). That is, it is possible that knowledge based parenting education has been able to influence lifestyle growth. The difference between the post-test and the follow-up test was not significant in the experimental group in three times, but the difference between the pre-test with follow-up as well as the pre-test with follow-up is significant. That is, education has been able to increase the lifestyle scores of mothers with ADHD, and has continued to follow this training. There was no significant difference between the scores of life style of mothers with ADHD in the post-test and follow up stages. There is a significant difference between the groups at $P <0.01$ level That is, while lifestyle scores for mothers with ADHD children are generally considered to be just one variable or one, there is a difference between the group and the education. The difference in the lifestyle scores of mothers with ADHD children during training is 28.2%, That is, 28.2% of variance in life style scores of mothers with ADHD children is related to the type of training in groups ($p <0.01$). The results of the present study are based on the results of on the effect of training, especially parental education, on life satisfaction and increasing variables the quality of life is the same. [7, 5, 9, 11, 2].

5. Conclusion

In their research, they showed that the lifestyle of individuals can be improved by group-based and practical training. Mindfulness of consciousness means awakening and hundreds of hundreds of consciousness happening at the instant of the events that are happening right now. Mindfulness is a way of life and, of course, the natural and correct way of life A mind-conscious person is fully aware of what is happening outside his or her being. And most importantly, everything awaits you and your senses. [5]. an informed minded person cannot be easily angry or jealousy or he may have mercy on him and deceived him. If the mind of consciousness is properly understood, it can create an extraordinary transformation in human life for a conscious minded person, thought is one thing, and the reality of life is one thing, and thinking is not necessarily the reality of life. One does not know the conscious mind with one's own thoughts conscious mind learns that if you think that he has made a mistake or he thinks he has failed, then this opinion and your thoughts and others are not relevant to the reality of your life. [9]. Just a thought. Thinking is nothing more than a spin of mind in the images of memory and ideas and subjective opinions. Mindfulness as a way of life, by using care exercises that are integrated in everyday life, helps people to become familiar with dual mindsets and consciously use them as an integrated mind. [14]. with this method, people realize that they just do not think, but they can see their thinking. Mothers are asked to be in a comfortable position and to see and imagine the stressful situations that their friends have created. Then the mothers express their feelings, thoughts, body states and behaviours. This practice of self-esteem learning helps to feel stressful when it comes to feelings of kindness and sympathy for another friend or parent who is involved with problems. Also during stressful moments with their child, they can tell themselves that I am a human being and I may be wrong. [5].

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