

The effect of teaching family education methods on motivational beliefs, pleasant feeling and the quality of parent-child communication among elementary school students in Shahid city of Kermanshah.

Mohammad Moradi

Department of psychology, Master of Clinical Psychology, Iran.

Abstract:

The purpose of this research was to investigate the effectiveness of teaching family education methods on students.

Method: The research design was a semi-experimental type of pre-test and post-test with a control group. The statistical population in this research was all elementary school students in Kermanshah city in 1403. The sample size was 24 people who were selected from the mentioned society by multi-stage cluster sampling method. 12 people were assigned to the experimental group and 12 people were assigned to the control group. The research tools used were Oxford pleasant feeling questionnaires, Carrera's motivational beliefs (1998) and Fine's parent-child relationship assessment (1983). The experimental group received 90 minutes of family education training during ten sessions. Multivariate and univariate analysis of covariance were used to analyze the data.

Results: The findings showed that teaching family education methods had a positive effect on increasing motivational beliefs and pleasant feelings and the quality of parent-child communication of primary school students.

Conclusion:

Considering the changes made in the components of family parenting training, it can be said that the difference in the amount and rate created in the components of family parenting training can be observed. On the other hand, in this study, it was investigated that by changing the training methods, the level of satisfaction and dissatisfaction of students and the components of family parenting training and its components have changed. And also by using educational methods, the speed of students' communication activities has changed, improving their academic and communication levels and ultimately creating useful communication. As a result, it has provided an opportunity for targeted planning for the student population. The communication relationship between students among the elementary school students in Kermanshah city is problematic.

And it indicates weaknesses and challenges that can mainly indicate the existence of poor communication between students. The main reasons for this can include a lack of sufficient familiarity with the components required for teaching family parenting methods.

Keywords: motivational beliefs, pleasant feeling , parent-child communication

Introduction:

The students of that society are related. Teaching family upbringing methods has an important impact on the motivational beliefs, pleasant feelings, and the quality of the parent-child relationship of the students. If this relationship is well established, the students will be educated as knowledgeable and skilled, whose performance will be reflected in the growth and advancement of the students themselves. Therefore, it can be expected that

success in managing the teaching of educational methods among students will lead to success in implementing educational methods among students and to their academic growth. And it can help to bridge the gap between the need for communication in this group. The available evidence shows that at present the status and extent of communication and communication management among students in this group is not clear, Other studies conducted in other sectors also indicate the less than desirable status of family upbringing methods in some of the components studied. Currently, the main issue in this regard is to understand the effectiveness of teaching students about family upbringing methods. This should be made clear among students so that the issue of teaching family upbringing methods can be pursued in schools. If students are not familiar with the components and elements of educational styles and cannot use them appropriately in their family's educational style set, it will result in a lack of proper and timely access to communication and a loss of belief in the feeling of connection and education. Therefore, the research seeks to find out what effect does teaching family parenting styles have on motivational beliefs, pleasant feelings, and the quality of parent-child communication among students, and can motivational beliefs, pleasant feelings, and the quality of parent-child communication have a mediating role in this effect? In the present study, the relationship between teaching students parenting styles and the motivational variables of pleasant feelings and the quality of parent-child communication was investigated. It will be investigated among students to examine the existence of a relationship among school students. Obviously, if problems and weaknesses are identified, these studies will help improve the education of family upbringing styles among school students by providing suggestions. Based on the above, the issue of the present research is how family educational methods can apply their theoretical and methodological contribution to the student community, considering the differences in educational methods in the field of school education compared to other sciences. Because if the method of applying and effectiveness of family educational methods among students is not smooth and complete, the consequences

They will have a significant impact on how information is organized, and ultimately the promotion and growth of educational styles will be harmed.

Theoretical foundations

It should be noted that the research field of family parenting methods was created using concepts and theories from various research fields of cognitive psychology, family and community interaction to respond to communication needs, and mainly the three causes of motivational beliefs, pleasant feelings, and the quality of parent-child communication will lead to its growth.

Motivation for achievement includes parents who remind students that only through the elixir of work and activity can they achieve academic success. Motivation by example is a colorful role model for the teacher who, through this educational method, praises and glorifies a specific individual [1]. The gender of males and females changes through the context of achievement [1]. Some researchers, such as McClelland, consider the need for achievement to be an unconscious personality trait and use the Indif test, which is a projective test, to measure it. The first formulation of the method of achievement motivation was made in 1938 by Murray, although the above concept was developed by David Mackeland in 1951 and today the need for achievement or, as its abbreviation is "nACh", is more common. It is named after him. The variable of need for achievement is the tendency to compete and their performance can be evaluated. The study of this concept was expanded by [2]. He not only considered the need for achievement but also examined the other side of the coin, the fear of failure. Other researchers consider the need for achievement as a conscious social need and use self-assessment questionnaires to measure it [1] Motivation for success The role of motivation in learning issues and academic progress is much more effective than the intelligence level of students [3]. Motivation and intelligence Motivation is one of the factors that directly affects the increase or decrease in IQ [4]. Academic interests Motivation appears in the form of direct and indirect interest Motivation for learning Motivation can be created through ways such as encouragement,

competition, testing, criticism, and even anxiety [5]. Anxiety and progress: To reduce the child's anxiety level, some treatment programs emphasize relaxation techniques [6]. Strengthening self-confidence and academic progress are among the most important factors in the development and flourishing of talent and creativity.

Theoretical perspectives on pleasant feelings

Diener et al.'s theory is the evaluation that people make of themselves and their lives, or the cognitive aspect, the emotional aspect. According to Diener's research, age and gender play a role in the variability of pleasant feelings [7]. Ellis's theory is a three-stage process, the main method that Ellis's rational-emotive therapy proposes for recreating pleasant feelings Seligman's view is that lasting well-being is the result of identifying and utilizing fundamental human capabilities and talents in personal, professional, family, and social relationships [quoted in,7].

The components of a pleasant feeling, in terms of analytical method, include: satisfaction with life, satisfaction with specific categories of life, the presence of abundant positive emotions (pleasant moods and emotions), and the relative absence of negative emotions (unpleasant moods and emotions). [8, cited in Tabibi, 9].

Parent-child relationship:

Western researchers believe that communication means generalization. Communication has different meanings for different people [10]. [11]. [12]. [13]. [14]. [15, 16]. Communication in its most general sense defined a process involving the transfer of information from a sender to a receiver. Sullivan's communication theories were the first to take different steps to analyze human behavior with individual approaches, searching for the determination of human behavior in interpersonal relationships.

The concept of transactional analysis as a way to measure communication was introduced into the realm of psychology in the early 1960s by Berne. Cross-talk. Complementary communication is when the response provided is inconsistent with the communication stimulus and the speaker does not expect that response [17]. Communication involves holistic compromise [18]. Types of communication Verbal communication is related to the process of verbal expression Nonverbal communication is symbolic The difference between verbal and nonverbal communication is that nonverbal messages are less subject to conscious interpretation and retrieval, and are much more efficient in transmitting attitudinal and emotional information, and nonverbal messages play an important role in social life, communicating values, attitudes, friendships, and other reactions of a person 19). [20] and [21] each stated the principles and rules of communication separately.

Research Background

Research work conducted in this field within the country.

[22] conducted a study titled "The Effectiveness of Parenting Techniques of Veterans' Spouses' Families on Reducing Behavioral Problems (Anxiety and Depression) in Children." The analysis of the research results showed that the intervention method of veterans' spouses was effective in reducing stress in parents, veterans' spouses, but the parenting techniques of veterans' spouses were not effective in reducing behavioral problems (anxiety and depression) in veterans' children. The results also revealed that the intervention method techniques

The educational methods of the families of veterans' spouses are effective in both the child's and parents' domains, and the results showed that the techniques of the educational methods of the families of veterans' spouses are effective in reducing both internalizing and externalizing problems.

Research Methodology

Statistical Population, Sample and Research Implementation Method:

The present study, which was conducted as a survey, is considered an applied research based on its purpose, and is considered descriptive and analytical in terms of data collection and nature. The research population includes all students of Shahed elementary schools in Kermanshah city. Sampling in this study includes convenience sampling. It was prepared from 24 students to express their opinions in the form of a Likert scale They had chosen never, rarely, sometimes, often, always. Points from 1-5 were considered for it, respectively, and the data were analyzed in SPSS version 23 software. The data collection tool is a questionnaire whose main origin is taken from research (Kaera1998, Fain et al Aragael & Lelo) which has been used in the development of the current questionnaire due to its generality and comprehensiveness in the dimensions under study.

Motivational Beliefs Questionnaire: [23] consists of 33 questions and is a multidimensional measurement tool that assesses the intrinsic motivation of the subjects to engage in goal-related activities. [24] Pleasant Feeling Questionnaire assesses psychological constructs related to social interest, extraversion, kindness, agreeableness, humor, sense of purpose, self-sufficiency, self-esteem, self-acceptance, physical health, autonomy, locus of control, and aesthetic sense. The Parent-Child Relationship Assessment Questionnaire (Mark. A, Fain. J, [25] has 24 items and is used to measure the quality of parent-child relationships. The final coefficients calculated for the father form of the questionnaire were 0.93 and 0.92, respectively, indicating good internal consistency.

Research method:

A total of 24 subjects in the experimental group and the control group were given a questionnaire in one of the primary schools for girls in Kermanshah. The pre-test included motivational beliefs, pleasant feelings, and parent-child relationships, and the program of family education methods classes included a training package for parenting skills.

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Parenting, reputable books on family parenting methods, pamphlets and CDs, and various lectures on family parenting methods were used. After the training sessions were completed, both groups were invited again and, under the same conditions as the first test, the subjects were re-tested on motivational beliefs, pleasant feelings, and parent-child relationships (post-test) so that the researcher could evaluate the effects of the antecedent variable on the criterion variable. The present study was a quasi-experimental study with a pretest-posttest design with a control group, so most of the confounding variables were controlled.

Research Design:

In this study, a quasi-experimental research method was used, with a pre-test and post-test design with a control group. The experimental and control groups were randomly matched, and before applying the experimental interventions to the experimental and control groups, a pre-test was administered to them, and a post-test was administered at the end of the intervention. The difference between the pre-test and post-test of each group was examined for statistical significance.

Data analysis method:

Descriptive statistics such as frequency calculation, percentage, mean, standard deviation, Levine test, Kolmogorov-Smirnov test, univariate analysis of covariance, multivariate analysis of covariance In testing hypotheses, in the post-test stage, the intervening variable was controlled. The mean remaining scores of the experimental and control groups were compared.

Research Questions

In this regard, the following hypotheses are proposed to achieve the research objectives:

- 1) Teaching family parenting methods is effective on children's motivational beliefs.
- 2) Teaching family parenting methods is effective on children's feelings of well-being.
- 3) Family education methods are effective on the quality of parent-child communication.

Research findings

The aim of the present study is to investigate the effectiveness of family education methods on motivational beliefs, pleasant feelings, and the quality of parent-child communication among elementary school students in Kermanshah.

The descriptive findings of this study, including statistical indicators such as mean, standard deviation, and number of sample subjects for all variables in this study, are shown in Table 1-4.

numbers	sd	average	group	stage	variable
12	14/99	83/32	experiment	Pre exame	beliveation motivation
12	14/83	82/33	witness		
12	15/85	87/66	experiment	After exame	
12	13/83	79/11	witness		
12	4/39	32/67	experiments	pre exame	pleasant feelings
12	3/14	34/33	witness		
12	4/71	38/67	experiments	after exame	
12	3/47	33/50	witness		
12	4/87	60/92	experiments	pre exame	parent-child relationships child
12	6/46	60/53	witness		
12	3/28	63/84	experiments	after exame	
12	8/92	56/61	witness		

Table 1-1: Shows the mean and standard deviation of the scores of motivational beliefs, pleasant feelings, and parent-child relationships of students in the experimental and control groups in the pre-test and post-test stages.

Inferential Findings:

This study includes the following hypotheses, each hypothesis along with the results obtained from its analysis is presented in this section. Before examining the hypotheses, Levine's test was used to observe the assumption of equal variances of the research variables, the results of which are presented in Table 2-1 Also, the results of the Kolmogorov-Smirnov test for the assumption of normal distribution of scores in the population, as well as the results of the test for the assumption of homogeneity of regression slopes, for pleasant feelings, motivational beliefs, and parent-child relationships are shown in Tables 1-3 and 1-4.

Table 2-1: Results of Levine's test on the assumption of equal variances of scores of research variables of two groups in the population

Level meaning	Degree freedom second	Degree freedom first	F	variable
0/311	22	1	1/07	motivational beliefs
0/215	22	1	1/25	pleasant feelings
0/156	22	1	1/85	parent-child relationships

As can be seen in Table 2-1, the null hypothesis of equal variances of scores of the two groups in all the main variables of the study is not statistically significant. That is, the hypothesis of equal variances of scores in the two experimental and control groups was confirmed. Therefore, the assumption of homogeneity of variances in all the main variables of the study is respected and it is possible to use analysis of covariance. Table 3-1: Results of the Kolmogorov-Smirnov test on the assumption of normal distribution of scores for motivational beliefs, pleasant feelings, and parent-child relationships

Colomogrof smirnof				groups	-colomgrof smirnof				grou	norm
level meaning	L	a			level meaning	L	a	ps	al distraction grades	
0/15	5	1	4	w	3	1	3	expe	moti	
	2	0/96		itness	0/96	2	0/56	riments	vational beliefs	
0/56	2	1	3	w	4	1	4	expe	pleas	
	2	0/96		itness	0/96	2	0/58	riments	ant feelings	
0/65	2	1	7	w	6	1	8	expe	pare	
	2	0/54		itness	0/52	2	0/52	riments	nt-child relationships	

As presented in Table 3-1, the null hypothesis for the normal distribution of scores in the two groups in the variables of motivational beliefs, pleasant feelings, and parent-child relationship is confirmed. That is, the assumption of the normal distribution of scores in the pre-test and in both the experimental and control groups was confirmed.

In this study, before analyzing the data to examine the homogeneity of the regression slopes, there must be equality between the auxiliary variables (pre-tests) and dependent variables (post-tests) at the factor levels (experimental and control groups).

level meaning	F	Source variables	Variable
0/185	1/63	intercation *pre exam	motivational beliefs
0/245	1/36		pleasant feelings
0/243	1/52		parent-child relationships

As can be seen in Table 4-1, the F value of the interaction is insignificant for all research variables. Therefore, the assumption of homogeneity of regression is confirmed.

re	ama	squa	Level meaning (p)	F	F	D	Name exam
1/00		0/51	/0001	14/72	0	3	Exame effect lapilaei
1/00		0/51	/0001	14/72	0	3	Eame effect lambye vilkenz
1/00		0/51	/0001	14/72	0	3	Eame effect holding
1/00		0/51	/0001	14/72	0	3	Exame effect root roy

As can be seen in Table 5-1, with the pre-test control, the significance levels of all tests indicate that there is a significant difference between the students in the experimental and control groups in terms of at least one of the dependent variables (motivational beliefs, pleasant feelings, and parent-child relationship) ($p < 0.0001$ and $F = 14.372$). To find out which variable there is a difference between the two groups,

Three one-way analyses of covariance were conducted in the MANCWA text, and the results are presented in the tables below. The effect size or difference is 0.51, in other words, 51 percent of the individual differences in the post-test scores of motivational beliefs, pleasant feelings, and parent-child relationships are related to the effect of family parenting training. The statistical power is 1.00, in other words, there was no possibility of a type II error.

Hypothesis 1: Teaching family parenting styles has an effect on students' motivational beliefs.

Table 6-1: Results of one-way analysis of covariance in the MANCVA text on the mean post-test scores of motivational beliefs of the experimental and control groups with pre-test control

Tavan amari	Squre eta	Lenel meaning p	F	Average squre	Degree freedom	Total squre	Change source	Belive motivational
0/992	0/09	0/107	25/77	2253/31	1	2253/31	Pre test	□□□□□□□□
0/999	0/33	0/001	23/31	1255/43	1	1255/43	group	
				119/18	23	1518/02	erorr!	

tavan amari	Squre l eta	Level meaning p	F	average	De gree freedom	Total squre	Source change	result
1/00	0/14	0/041	4/58	109/23	1	109/23	Pre test	□□□□□□□□
0/992	0/31	0/001	12/58	299/96	1	299/96	group	
				23/84	23	643/69	erorr!	

As shown in Table 6-1, there is a significant difference between the experimental and control group students in terms of motivational beliefs after pre-test control ($p < 0.001$ and $F = 31.23$). Therefore, the first hypothesis is confirmed. In other words, the training of family education methods has increased the motivational beliefs of the experimental group students compared to the control group. The effect size or difference is 0.33,

In other words, 33% of the individual differences in motivational beliefs post-test scores are related to the effect of family parenting training. The statistical power is 0.992, the statistical power is 0.999, in other words, if this research is repeated 1000 times, only 1 time may the null hypothesis be falsely confirmed.

Hypothesis 2: Teaching family parenting methods has an impact on students' well-being.

Table 7-1: Results of one-way analysis of covariance in the MANCVA text on the mean post-test scores of pleasant feeling of the experimental and control groups with pre-test control

As shown in Table 7-1, there is a significant difference between the experimental and control group students in terms of pleasant feelings after pre-test control ($p < 0.001$ and $F = 12.58$). Therefore, the second hypothesis is confirmed. In other words, the training of family education methods has increased the pleasant feelings of the experimental group students compared to the average of the control group. The effect size or difference is 0.31.

In other words, 31% of the individual differences in the post-test scores of pleasant feelings are related to the effect of family parenting training. The statistical power is 0.992, in other words, if this research is repeated 1000 times, only 8 times the null hypothesis may be falsely confirmed.

Third hypothesis: Teaching family parenting methods has an effect on the quality of parent-child communication among students.

Table 8-1: Results of one-way analysis of covariance in the MANCOVA text on the mean post-test scores of the quality of parent-child relationship in the experimental and control groups with pre-test control

Amare	Squre eta	Level meaning p	F	average squre	Degree squre	Total squre	Source change	variable
1/00	0/14	0/041	4/58	109/23	1	109/23	pre test	Feeling pleasant
0/992	0/31	0/001	12/58	299/96	1	299/96	group	
				23/84	23	643/69	error	

As shown in Table 8-1, there is a significant difference between the students in the experimental group and the control group in terms of the quality of parent-child communication with the pre-test control ($p < 0.0001$ and $F = 25.34$). Therefore, the third hypothesis is confirmed. In other words, the training of family education methods has improved the quality of parent-child communication in the experimental group, considering the average quality of parent-child communication of the students in the experimental group compared to the average of the control group. The effect size or difference is 0.48, in other words, 48 percent of the individual differences in the post-test scores of the parent-child relationship are related to the effect of family parenting training. The statistical power is 1.00, in other words, there was no possibility of a type II error.

Discussion of research findings:

Hypothesis 1: Family education methods have an effect on students' motivational beliefs. The results showed that there was a significant difference between the experimental and control group students in terms of motivational beliefs, with the pre-test control. In other words, family education methods have increased the motivational beliefs of the experimental group students compared to the control group.

The effect size or difference is 0.33, in other words, 33% of individual differences in motivational beliefs post-test scores are related to the effect of family parenting training. The result of this hypothesis is consistent with the results of the research of [26], [27] [28], [29], [30], [31], [32].

Hypothesis 2: Teaching family parenting methods has an effect on students' well-being.

The results showed that there was a significant difference between the experimental and control group students in terms of well-being after pre-test control. In other words, teaching family parenting methods has reduced the well-being of the experimental group students compared to the control group. The effect size or difference is 0.31, in other words, 31 percent of individual differences in post-test scores of pleasant feelings are related to the effect of family parenting training. The result of this hypothesis is consistent with the results of the research of [33], [34].

[35], [36], [37], [38] are consistent and aligned. Hypothesis Three: Teaching family parenting practices affects the quality of parent-child communication among students. The results showed that, with the pre-test control, there was a significant difference between the students in the experimental group and the control group in terms of the quality of parent-child communication. In other words, the training in family upbringing methods increased the quality of parent-child communication in the experimental group, considering the average parent-child communication of the students in the experimental group compared to the average of the control group.

The effect size or difference is 0.48, in other words, 48 percent of individual differences in the post-test scores of the parent-child relationship are related to the effect of family parenting training. The result of this hypothesis is consistent with the results of the research of [40], [41], [42],[43], [44], [45].

Conclusions and Suggestions

In the present study, a set of index elements from valid questionnaires measuring family parenting styles and elements that were in common with family parenting evaluation indicators were extracted and a number of indicators were

It was provided as a primary basis for measuring the level of family parenting practices in the student population. Given the importance of the effectiveness of family parenting practices and the issues that students face in managing the effectiveness of their family parenting practices, and the effects that motivational beliefs, positive feelings, and the quality of parent-child communication have on the quality of parent-child communication,

In addition, it helps students determine the effectiveness of family educational practices and motivational beliefs, pleasant feelings, and the quality of parent-child communication, and improve the level of teaching methods. In this study, the level of motivational beliefs, pleasant feelings, and the quality of parent-child communication were examined with the indicators of family educational practices.

The community of students in the primary schools of Shahed is in trouble, which indicates the weaknesses and challenges that were mainly raised throughout the contents of this article. Perhaps it can be concluded that for some reason this relationship among the community of students in Shahed schools is in trouble.

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