



Effectiveness of Adlerian parenting training program on connection with school and high-risk behaviors of adolescents

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Abstract

Aim: This research aims to determine the effectiveness of the Adlerian parenting training program on the link with school and high-risk behaviors of adolescents. **Method:** The current research method was a semi-experimental type with a pre-test, post-test and follow-up plan with a control group. This research is socio-statistical. The statistical population of the research consists of all the mothers of female students of the second secondary level in Eastern Bandpi of Babol city who are studying in the academic year 2019-2020. Among these, 60 students with high-risk behavior problems and their mothers, who met the research entry criteria, were selected as a sample using a non-random sampling method and were randomly divided into two groups of 15 people, experimental and control. The experimental group received the parenting training program based on Brigel's (2016) educational package during 8 sessions of 120 minutes per week. Before and after the intervention, the school connection questionnaire (Rezaee Sharif, 2012) and the high-risk behavior questionnaire (Zadmohammadi et al., 2011) were administered in both groups. The data was analyzed through the analysis of variance test with repeated measurements and using SPSS-22 software. **Results:** The results of this research showed that the Adlerian parenting program training program increased parental attachment of care ($F=51.53, P<0.001$), extreme support ($F=70.50, P<0.001$) and reduced risky behaviors of adolescents ($F=120.30, P<0.001$). **Conclusion:** It can be concluded that the Adlerian parenting training program increased the bond with the school and reduced the high-risk behaviors of adolescents.

Keywords: Adlerian parenting, connection with school, risky behaviors.

Introduction

Adolescence is one of the most important periods in the process of human development, and entering this period usually begins with puberty (Yu, Feng, and Di, 2013). In the last few decades, the prevalence of high-risk behaviors, especially among teenagers and young people, has become one of the most important concerns of human societies (Levalen and Nice, 2015). Lack of facilities, unhealthy emotional relationships, lack of attention to the wishes, values and opinions of teenagers, as well as inexperience and lack of sufficient recognition, puts them in an intellectual crisis and a psychological turmoil, which these crises can cause complications such as fruitlessness, emptiness and incompetence. brought (Yu, Feng, and Day, 2013). As a result, they tend to social deviations, including risky behaviors (2). It is said that high-risk behaviors include behaviors such as smoking, alcohol consumption, drug use, having sex, suicide, violence, etc., which generally occur during adolescence (Barfoot, Meredith, Ziviani, and Whittingham, 2017). This period is the time when adolescents take on new roles and responsibilities and acquire the social skills to take on those roles. Therefore, if a precise, clear and all-round model in the field of appropriate behavior and lessons is not defined and specified for him, he himself will try to record the behaviors by testing the roles and in some cases ignore the rules, which will eventually lead to risky behaviors. Accompanied.

Several factors are effective in teenagers' tendency to risky behaviors. Among these, family and family factors and how to meet the needs of young people are very influential. Researchers believe that family education can effectively reduce the incidence of high-risk behaviors (Bovet-Tarcott, Fleming, Anternaer, Gonzalez, Atkinson, Guadrao et al., 2020). Considering the role and impact of the family as the first institution of socialization, parents as the first behavior model who play an important role in guiding and experiencing teenagers through direct and indirect education and support, can reduce and prevent behaviors be risky and effective (Dixon, Brems and Fair, 2014).

Appropriate parenting methods can be considered one of the most important factors in the formation and stability of children's behavioral problems (Pelt, Williams, and Ginsberg, 2016). Also, parental bonding plays a significant role in the lives of children and adolescents (Hazzard, Miller, Bower, Mukherjee, & Sonville, 2020). Parental bonding is one of the new ways of raising children, which refers to the parents by evaluating the quality and manner of the child's attachment (Rostad & Whittaker, 2016). The philosophy of love and affection for children can cure their shaky will and troubled spirit and give them hope for a happy and successful life (Miju, Chen-Hsin, Pin-Chen, 2014). The convergence and integration of the person, which Erikson considered to be the most important development of adolescence, depends more on the experiences of family practice. The family is the budget of the adolescent's sense of identity. Iran understands that family relationships, parental bonds, are important social and emotional resources in the adolescent's life (Stamp & Shu, 2012).

The aim is to determine the effectiveness of the Adlerian parenting training program on school bonding and high-risk behaviors of adolescents. The current research sought to answer the following questions:

- 1- Was the Adlerian parenting training program effective on school bonding and high-risk behaviors of adolescents in the post-test phase?
- 2- Was the Adlerian parenting training program on the link with school and high-risk behaviors of adolescents in the follow-up phase?

Method

The current research method was a semi-experimental type with a pre-test, post-test and follow-up plan with a control group. This research is socio-statistical. The statistical population of the research consists of all the mothers of female students of the second secondary level in Eastern Bandpi of Babol city who are studying in the academic year 2019-2020. Among these, 60 students with high-risk behavior problems and their mothers, who met the research entry criteria, were selected as a sample using a non-random sampling method and were randomly divided into two groups of 15 people, experimental and control. The experimental group received the parenting training program based on Brigel's (2016) educational package during 8 sessions of 120 minutes per week. Before and after the intervention, the school connection questionnaire (Rezaee Sharif, 2012) and the high-risk behavior questionnaire (Zadmohammadi et al., 2011) were administered in both groups. The data was analyzed through the analysis of variance test with repeated measurements and using SPSS-22 software.

Results

The mean (standard deviation) age of the participants in the experimental group was 15.7 (2.3) and the control group was 16.4 (2.9). Also, the minimum and maximum age in the experimental group was 12 and 17 years and in the control group, 12 and 18 years.

The results of the analysis of variance of the repeated measurement of several variables among the studied groups in the variables of parental bond and high-risk behaviors showed that the effect between the subject (group) is significant and this effect means that at least one of the groups is with each other in at least one. They differ from the variables of parental bonding and risky behaviors. The within-subject effect (time) was also significant for the research variables, meaning there was a change in at least one of the average variables from pre-test to follow-up.

Partial eta square was also used to check the effect size. As shown in Table 4, the level of F is the interaction effect of steps and group for the variables care (51.53), extreme support (70.50) and risky behaviors (120.30), which is significant at the 0.001 level. This finding shows that the test and control groups are significantly different in terms of research variables in the three stages of pre-test, post-test and follow-up. Also, the eta square for all variables is greater than 0.1, which shows that the difference between groups in the society is large and significant.

The results showed a significant difference between the effectiveness of Adlerian parenting training and the control group in the pre-test, post-test and follow-up stages in the variables of parental attachment and high-risk behaviors.

Conclusion

The aim was to determine the effectiveness of the Adlerian parenting training program on school bonding and high-risk behaviors of adolescents. In explaining this finding, it can be said that the greatest organized learning experiences in schools are transferred to teenagers. The school and university teach experiences and skills to its students to help them find social adaptation and prepare for their future academic and professional life. The school expands the intellectual, social and cultural rights of teenagers. The educational and communication environment of middle schools and high schools is different from primary schools and provides new psychological, social and cultural experiences to teenagers. Adolescent communication is one of his developmental tasks, and it is also important for achieving independence and acquiring social, intellectual and cultural identity. The mothers of the students have received training through the Adlerian parenting training program, which has increased the average bond with the children's school.

Warm and intimate atmospheres in the emotional environment of the family, which is usually accompanied by the expression of logical affection, increase children's enthusiasm and enthusiasm for education, reduce anxiety and increase morale. Love and affection in the family is the secret of human happiness and the key to many problems is the way to gain respect and respect the rights of others. Also, love and affection for children can cure their shaky will and troubled spirit and make them hope for a happy and successful life. Therefore, in order to raise children properly, an environment should be created in which there is no conflict or disagreement. According to what was stated, the Adlerian parenting training program has many effects on the students' families and the students themselves (Shuringa et al., 2015). Adlerian parenting training increased the variable mean of risky behaviors. If the parents do not provide the necessary information about sexual issues to the teenager, he will be forced to get his information about sexual issues from his peers. If parents do not establish a deep and friendly relationship with their children since childhood, the child can easily and easily talk to his peers during adolescence and get inaccurate and incorrect information about sexual issues (Rangasami et al., 2013).

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