



Comparing the effectiveness of mindfulness-based parenthood intervention for mothers and self compassion intervention for girls on resilience of teenage girls having parent-child conflict in COVID-19 Pandemic

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Abstract

Aim: The present study is conducted with the aim of comparing the effectiveness of mindfulness-based parenthood intervention for mothers and self-compassion intervention for girls on resilience of teenage girls that have parent-child conflict. **Method:** The research method was quasi-experimental with a pre-test post-test design. It also had control group and follow-up. The statistical population of the study consisted of 14 and 15 years old teenage girls who were studying in public schools in district 14 of Tehran, in the school year 2021-22 and their mothers. The sample of the study was 34 students who were selected by purposive sampling method and randomly divided into three groups. The first group were 10 of the student's mothers who received mindfulness-based parenthood intervention (Bogels & Restifo, 2014) and the second group consisted of 12 students who received self-compassion intervention (Gilbert, 2010). Besides, the control group consisted of 12 students who didn't receive any intervention. **Data:** were collected with resilience scale (Conner & Davidson, 2003). **Results:** The outcomes of the analysis of mixvariance demonstrated that mindfulness-based parenthood intervention for mothers and self-compassion intervention for girls were significantly effective on resilience, compared to the control group ($F=19/63$, $P=0/001$). and there were no significant differences between the effectiveness of the two methods and the effects of intervention over time remained constant ($P\leq 0.001$). **Conclusion:** Therefore, these interventions can be used in school counseling environments so as to increase resilience, improve relationships, for adolescents who have conflict with their parents.

Keywords: parent-child conflict, Resilience, self-compassion, mindfulness-based parenthood, Coronavirus Pandemic.

Introduction

The family is the first social institution whose members experience the feeling of peace and security by belonging to it. The presence of some issues in the family disrupts the necessary balance and has irreparable effects on its members (Melki, 2019). One of the significant changes in the family was at the same time as the spread of the Corona virus, which caused family members to stay at home together (Johnson et al., 2020); Placing people in quarantine, in addition to social and economic effects, had many psychological effects (World Health Organization, 2020).

Finally, because the stage of adolescent growth is characterized by numerous physiological, environmental and physical, cognitive, social and emotional growth transitions and often leads to challenges and opportunities. Developing coping strategies to deal with these challenges, such as strengthening resilience and being open to new experiences, can potentially facilitate passing through this growth period more easily (Bluth et al., 2018). According to the reviewed background, no research has directly investigated the effectiveness of compassion-based and mindfulness-based intervention on the current research variable; Thus, this research aims to compare the effectiveness of mindfulness-based parenting intervention for mothers and self-compassion intervention for girls on the resilience of female students with parent-child conflict in the spread of the corona virus. Therefore, the present study sought to answer the following questions.

Is there a difference between the effectiveness of parenting intervention based on mindfulness for mothers and self-compassion intervention for girls on the resilience of adolescent girls?

Is parenting based on mindfulness to mothers and self-compassion to girls on the resilience of teenage girls in the follow-up stage?

Method

The research method was quasi-experimental with a pre-test post-test design. It also had control group and follow-up. The statistical population of the study consisted of 14 and 15 years old teenage girls who were studying in public schools in district 14 of Tehran, in the school year 2021-22 and their mothers. The sample of the study was 34 students who were selected by purposive sampling method and randomly divided into three groups. The first group were 10 of the student's mothers who received mindfulness-based parenthood intervention (Bogels & Restifo, 2014) and the second group consisted of 12 students who received self-compassion intervention (Gilbert, 2010). Besides, the control group consisted of 12 students who didn't receive any intervention. Data:were collected with resilience scale (Conner & Davidson, 2003).

Results

The outcomes of the analysis of mixvariance demonstrated that mindfulness-based parenthood intervention for mothers and self-compassion intervention for girls were significantly effective on resilience, compared to the control group ($F=19/63$, $P=0/001$). and there were no significant differences between the effectiveness of the two methods and the effects of intervention over time remained constant ($p\leq 0.001$).

Conclusion

Resilience is a characteristic that varies from person to person and can grow or decrease over time and is formed based on the intellectual and practical self-correction of a person, in the trial and error process of life (Mohammadi & Amini, 2020); It is a kind of positive adaptation against adverse conditions and its strengthening in humans has an effect on adaptation to different life conditions and mental health (Kaneland, 2020). Therefore, the present study was conducted with the aim of comparing the effectiveness of parenting intervention based on mindfulness for mothers with self-compassion intervention for girls on the resilience of adolescent girls with parent-child conflict. Based on the research findings, mindfulness-based parenting intervention for mothers and self-compassion intervention for girls have significantly affected resilience in girls with parent-child conflict. The results showed that there is no significant difference between the effect of education on the resilience of teenage girls with parent-child conflict, and their effect on resilience is stable over time.

The common components of the interventions have caused no difference in the level of effectiveness between the two methods. Mindful parenting is based on teaching a series of self-conscious tasks and exercises that can lead to improving the quality of the parent-child relationship, expanding new thoughts and reducing unpleasant emotions. Self-regulation in the relationship of parenting and increasing self-compassion towards oneself and the child through the adjustment of parenting styles, strengthening the parent-child bond and secure attachment can increase resilience and increase emotional regulation skills and reduce parent-child conflict. Self-compassion intervention through the mechanisms of self-compassionate response, self-kindness, human common sense, mind-awareness, reduction of cruel response, reduction of self-judgment, isolation and extreme assimilation can help increase resilience in adolescents. Finally, the teachings of the training sessions have been designed in a practical way that makes it possible to transfer them to everyday situations, and this has led to an increase in the resilience and continuity of the training results after the end of the sessions.

This research, like other research, was associated with limitations, among which the following can be mentioned: The restriction of the researcher for in-person access due to the quarantine conditions caused by the spread of the corona virus; the unisexuality of the research community (teenage girls and mothers); The limited age of the participants and conducting research in Tehran and in one of the areas of Tehran. Therefore, it is suggested to carry out interventions for teenagers of both sexes and their parents in schools and considering other age and cultural groups, by comparing the research results. Also, based on the results of the present research, it is suggested to school counselors and therapists to use parenting intervention based on mindfulness and self-compassion to improve resilience in adolescents after completing the necessary training courses. It is also suggested that school administrators and counselors hold training workshops on parenting based on mindfulness for parents and self-compassion for students.

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