Effectiveness of Positive Psychological Education on Psychological Well-being of Non-parenting and Bad-parenting Girls

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Abstract

Attention to girls psychological health and well-being in adolescence reduces their psychological disorders in higher ages. The objective of the present research is investigating positive psychological education on psychological well-being in bad-parenting and non-parenting girls, the present research is applied, and its design is pretest-post-test with control group. Sample includes 30 non-parenting and bad-parenting girls of Mashhad well-being administration which were selected as volunteer and responded to positive psychological education in two pretest-post-test steps to Ryff psychological well-being scale. Positive psychological education was executed in 8 ninety-minute sessions. According to obtained results from covariance, there was significant difference between averages of psychological well-being post-test and control test (P<0.001; F=120.52)
Positive psychological education increases psychological well-being in non-parenting and bad-parenting girls. Therefore, it had better educational services and promoting programs be based on positive psychology with proper methods such as education based on solution or participation of active people in discussion or formulated planning process.

Keywords: bad-parenting or non-parenting girls, psychological well-being, positive psychology.
Introduction:
Children and teenagers are the most vulnerable and defenseless member of family and know parents as the only protection and support (Davied & Cummings, 2004). After damages of death, accident, failure etc., children and teenagers particularly girls need more family supports (Sabine & Niranjan, 2014); since mental oppression in childhood and adolescence is more, family negligence to children and teenagers makes more mental-physical problems such as aggression, personality disorder, confusion, etc. in these children and teenagers in their adulthood (Huemer, Sabine, Niranjan, Katherine, Elisabeth, Michaela & et al, 2012). Children and teenagers having proper parents have sense of dependency, liberty, and support (Mireille, Mageau & Koestner, 2014); parents proper parenting for children and teenagers is undeniable in modern society that is full of stress (Bögels & Restifo, 2014). Although, many lawful societies support children and teenagers rights for well-being and well-fare, effectiveness of such actions needs participation of all parents (Rodrigo, Sonia, & Beatriz). New studies have shown that children and teenagers modes are significantly influenced by impact of parenting styles (Laukkanen, Ulriika, Asko, Saija & Kaisa, 2014).

Family disorganization, lack of education and health, indiscriminate displacement, poverty and addiction, aggression and depression caused by the absence or lack of parents in many families and many other important factors unprecedentedly increase emotional and behavioral disorders in children and teenagers by reducing psychological well-being. Therefore, the necessity of attention to non-parenting and bad-parenting children and teenagers is felt more than ever. (Akbari, 2005)

According to children and teenagers, disintegration of family means end of life. Family disagreements not only interrupt family safe concentration and disrupt psychical, psychological, and mental well-being and health of children and teenagers, but also threaten social security and regularity intensively. (Shaw, Winslow & Flangaga, 2006)

Children face with two serious obstacles in self-actualization and transcendence path. The first one is lack of parents or one of them, so-called bereavement, and then parents’ mal-behavior that leads to child or teenager separation from parents and spend life in boarding houses. Lack of parents, for any cases, influences on children and teenagers social growth. Non-parenting or bad-parenting child or teenager are deprived from emotional relationships and don’t receive ordinary patterns for reciprocal relationships with others. Although, these children and teenagers are supported by teacher or peer group, these supports can’t be replaced by parents’ emotional relationship and have proper pattern for these children (Ahmadi and Ghasemi, 1999).

Child and teenager separation from parents and experience of living in boarding houses increase personality disorders risk and psychological well-being reduction in child and teenager for two reasons. By emphasis on positive health that is higher than lack of disease, Ryff (1989) suggested that psychological well-being refers to what a person needs for psychological, social, and cognitive heath. Ryff (1989) found that researchers agree on criterions such as positive view toward ourselves, self-acceptance, ability of making adapted contextures with our psychological situation, environmental dominance, close and reliable relationships with others, positive relationships with others, purposefulness and having sense of direction, having purpose in life, consistence growth of personal potential capabilities, personal growth and being independent. Results of studies show that psychological health and well-being have important role in protection and permanency of relationships among family members (Sakata & McKenzie, 2011).
People need to change their physical and psychological well-being and health for health and psychological inequities for non-parenting and bad-parenting in children, and teenagers and promoting physical and psychological well-being is a strategy helping to reverse the consequences of these inequities. The purpose of promoting physical and psychological well-being is increasing psychological, physical, and social well-being and health balance. (Shaw et al., 2006) Therefore, great efforts are needed to promote psychical well-being and prevent development of psychological disease and disorders, because non-parenting and bad-parenting children and teenagers are at the peak of inequity arrow of health and hygiene. One method of promoting psychological well-being of non-parenting and bad-parenting children and teenagers is positive psychological education. Positive psychology is scientific study of positive emotions, positive personal traits, and structures that makes this growth (Seligman & Csikszentmihalyi, 2000). In positive psychological approach, in spite of other approaches that are based on problems and weaknesses, increasing positive emotions and promoting life meaning are focused and emphasized. Positive intervenes is such set of technics emphasizing on effective bases such as intimacy, accurate empathy, basic trust, authenticity and understanding (Rashid and Seligman, 2014). In addition, positive psychology is a modern branch of psychology that increases positive psychological abilities in society and enables people against mental stresses facing them. In this regard, one of suggested solutions to reduce psychological problems is increasing psychological positive factors. Hope, happiness, and spirituality can be important factors to improve mental health of people. Therefore, positive psychology emphasizes on positive aspects and how to increase them instead of emphasizing on psychopathology aspects. (Compton, 2005) Studies on effectiveness of positive psychological education indicate that this method can reduce disorders’ signs and symbols and psychological problems. So that results of Proyer, Gander, Wellenzohn & Ruch (2016) study showed that online positive psychological elements education increases happiness and decreases depression and bad mood signs and symbols in people. Brown (2015) in a research concluded that resilience education as a part of positive psychological education promotes mental health and psychological flexibility in labor children and teenagers. Rashid (2015) in a research reviewed and investigated treatment interruptions systematically based on positive psychology on people psychological elements in recent decade and concluded that psychological interruption education based on positive psychology and its elements such as hope, optimism, happiness, etc. not only improves public, emotional psychological, and social well-being of people, but also reduces psychological problems and disorders signs and symbols such as anxiety, depression, aggression etc. Jesar, Patel, Linsky & Withemore (2014) found that positive psychological education increases and promotes related life quality to health, and following treatment regimen in afflicted teenagers to diabetes type I. results of a meta-analysis that investigated 40 studies about effectiveness of positive psychological education showed that positive interruptions increases psychological well-being and decreases depression signs. (Bolier, Haverman, Westerhof, Riper, Smit & Bohlmeijer, 2013) Noforsati, Roshan, Hassanabadi, Pasandideh, and Shaeiri (2015) conducted a single-test research on positive psychological effectiveness on happiness and psychological well-being of 3 afflicted people to depression and concluded that each 3 references showed significant incremental process in psychological well-being (21%), happiness (46%), and life satisfaction (61%). These results have remained in follow-up step. According to what have stated, it can be claimed that
positive psychological education improves people situation with psychological various problems. However, since there has been no research about positive psychological education on non-parenting and bad-parenting girls inside country, conducting this research seems important and necessary and results of this research increase knowledge in related fields to positive psychological elements in improving non-parenting and bad-parenting girls. It is noticeable that if the matter of bad-parenting and non-parenting girls is solved in psychological well-being field, their performance in educational, social, psychological, and emotional fields improves and can cope with present problems in these fields.

Methods
Methodology of this research is surveying according to data collection and has quasi-experimental or pseudo-experimental nature and applied according to time, place, and purpose. This is pre-test-post-test quasi-experimental research with control group. Using random method is usually difficult in behavioral sciences studies and experimental designs that random selection is not possible in them are called quasi-experimental designs (Sarmad, Bazargan, and Hejazi, 1999). Random assignment was used in this design. Random selection was not possible for limitations of well-being administration. Psychological well-being is dependent variable and positive psychological education is considered as independent variable. Statistical population of this research includes all 12 to 15 years old girls with at least first guidance school education who live in non-parenting and bad-parenting girls boarding houses of Khorasan Razavi (Mashhad city) social assistant. It is noticeable that the present research design is quasi-experimental, because participants were selected as volunteer and there was no random selection. The sample of resent research includes 30 people (15 people for test and 15 people for control group). Selecting sample people including 30, were based on previous studies, which were conducted by similar method, so that in Linehan, Dimeff, Rizvi & Brown(2000) research, that suggested 8 people for each treatment groups based on psychological principles, 15 people were selected to increase external credit and probable falling of participants for each group of this research. To select sample, first we referred to Mashhad well-being administration, two bad-parenting and non-parenting girls’ boarding houses were accessible after correspondences and reference to social assistant of this administration and necessary coordination and getting permissions. After selecting these two centers, first necessary arrangements with employees and personnel of this center was taken and researcher explained objectives and programs of this research besides introducing himself, then proper girls according to criterions of this research (age 12-15, at least know how to read and write and 1 year presence in boarding house as volunteer) filled psychological well-being questionnaire, then 30 girls with the least score in psychological well-being questionnaire were selected and randomly divided in two control and test groups. Positive psychological education was conducted on test group and post-test was conducted for both groups after ending these interruptions.

A questionnaire was used in present research:
Psychological well-being scale: this scale was designed by Ryff in 1989 to evaluate people psychological health and well-being and then revised in 2002 (Ryff and Singer, 2007). This scale has 18 items. To answer each item, a continuum from 1(strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (somewhat agree), 5 (agree) to 6 (strongly agree) is considered. The
highest and lowest scores in this scale are 108 to 18, respectively. Higher score shows better psychological well-being. Among total items, 10 were scored directly and 8 reversely. Two samples of score items include: “I love most aspects of my characteristics”. “Generally, I fell that I myself is responsible of my life condition”. Joshan Lu, Rostami, and Nosratabadi (2006) besides confirming reliability of this instrument, reported its internal consistency between 0.43 and 0.60. Validity of Ryff psychological well-being questionnaire in present research was obtained 0.86 by alpha Cronbach coefficient.

Execution method was is this way that first university referential paper was delivered to Mashhad city well-being administration and two non-parenting and bad-parenting teenager girls boarding houses were selected after necessary arrangements with authorities of Mashhad city well-being administration. After selecting the mentioned centers, the coordination was conducted and the mentioned samples among teenage girls were selected who had acceptance criterions of research, and psychological well-being scale was distributed among them in group and 30 teenagers with the minimum scores in psychological well-being questionnaire were selected then the selected samples were randomly divided in two test and control groups. After that, positive psychological education methods and manners were taught to them in 8 sessions (positive psychological sessions were held once a week for two months) and control group didn’t receive any education in this time. After ending 8 positive psychological education sessions, participants of control and test groups again filled Ryff psychological questionnaire. In should be noticed that researcher had close interaction with participants and answered to their potential ambiguities and problems. Information about research subject and objective was given to participants until weren’t effective on research results to consider morality principles and attraction participants satisfaction before testing. They entered to research after being satisfied that their information wouldn’t be analyzed individually and they have authority to attend and leave research whenever they want. It must be explained to participants that there was no need to write their name or password (except cases who wanted the result of research).

Positive educations sessions were adjusted based on positive psychological educational protocol of O’Honlon & Bertolino (2012). Positive psychological sessions and their medical package are as following:

Table (1): contents of positive psychological educational sessions in test group (based on positive psychological educational protocol of O’Honlon & Bertolino (2012))

<table>
<thead>
<tr>
<th>Session</th>
<th>Contents and activities of session</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Introducing positive educational program, familiarity of group members with each other and teacher and group laws; reason of selecting people; explaining positive package and psychology and familiarity with the first positive package, it means the origin of purpose and meaning and doing related exercises. This session includes transparency education of values and purposes; creativity values and purposes, Values and experimental purposes, values and attitude objective, focus on objectives and values with values appropriate to the objectives, set new goals for life, facilitate the choice of purpose and capacity of changes, plan to achieve the goals and values</td>
</tr>
<tr>
<td>Second</td>
<td>Familiarity with the second principle of positive psychological packing, it means optimism and exercise of the principle of optimism, pessimism, mental health. These sessions includes education of increasing positive</td>
</tr>
</tbody>
</table>
emotions in the present (do things that optimism, happiness, and pleasure in life), Discussion about the lack of positive emotions such as pessimism and consequently making psychological damage. Dramatic increases in the past, so that when person looks to his past behavior be satisfied from his past performance, Increasing positive emotions such as optimism in the future, the hope for the future and expecting positive results in the future (optimism).

Third

Familiarity with the third principle, it means familiarity with principle and practice of the principle of helping communications and social network, and origin of connections exercises. Session included education, the ability to establish relationships and helpful, psychological and emotional communications, active listening, emotional engagement and empathy and effective aid that form the basis of conversation and orbit solution communication. Emotional, psychological, intellectual, physical, spiritual-religious, communicative, social, and recreational intimacy.

Fourth

Familiarity with the fourth principle of positive psychology package, it means gratitude and appreciation and practice of gratitude. Session included thanksgiving education by emphasis and focus on the wonder and procedures/ thanksgiving and gratitude, appreciation with an emphasis on living in the moment, experiencing loss / bereavement, valuing interpersonal relations.

Fifth

More familiar with the principle of gratitude and appreciation, with more practicing in this area. Session included forgiveness and amnesty, giving a gift to the other person, giving meaning to his wrong behavior, evaluate his needs to be forgiven, prevention from using any daily revengeful and hateful manner against them, selecting new and different attitude about the other person, and checking emotions which people experiences as a result of having new attitude.

Sixth

Familiarity with the fifth principle of positive psychology, talking, and practicing the positive principle of talking.

Seventh

Familiarity with the three last positive packages, it means wealth principles, volunteering daily activities, sport, and doing related exercises to these principles. This session includes physical and movement activities, aerobic activities, and exercises based on Mindfulness-based activities.

Eighth

Taking post-test from group members before starting class, general review on subjects and final survey and holding closing ceremony.

SPSS software v. 21, Smirnov-Kolmogorov, and covariance analysis were used to analyze data.

Findings

Table (2) - descriptive indexes of psychological well-being variable by two test and control group separation in two pre-test-post-test steps
Variable | Group | Pre-test | Post-test
--- | --- | --- | ---
| | | Average | St. dev. | Average | St. dev. |
Psychological well-being | Test | 54.64 | 7.31 | 87.82 | 8.56 |
| Control | 54.10 | 7.60 | 54.95 | 7.49 |

According to table (2), in pre-test step, average and standard deviation of bad-parenting and non-parenting girls psychological well-being were M=54.64 and SD=7.31 and on control group M=54.10 and SD= 7.60, respectively. In post-test step, average and standard deviation of bad-parenting and non-parenting girls psychological well-being were M=87.82 and SD=8.56 and in control group M=54.95 and SD=7.49, respectively.

Table (3) normality of psychological well-being distribution in pre-test and post-test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Z statistics of Smirnov-Kolmogorov</th>
<th>Probability value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
</tbody>
</table>
Psychological well-being | 0.61 | 0.64 | 0.79 | 0.75 |

As it is seen in table (3) and values of Smirnov-Kolmogorov test for psychological well-being variable in pre-test and post-test (P>0.05), it was indicated that score distribution of psychological well-being variable is normal and parametric tests can be used.

Table (4) – checking variances assumed homogeneity to execute covariance analysis

<table>
<thead>
<tr>
<th>Change resource</th>
<th>Total squares</th>
<th>Freedom degree</th>
<th>Average squares</th>
<th>F</th>
<th>Probability value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological well-being * group</td>
<td>18.15</td>
<td>1</td>
<td>18.15</td>
<td>4.08</td>
<td>0.16</td>
</tr>
</tbody>
</table>

As it is seen in table (4), assumed homogeneity of regression slopes about psychological well-being is confirmed. Therefore, covariance analysis can be used.

Table (5): results of covariance analysis in comparison to psychological well-being variable in test and control groups

<table>
<thead>
<tr>
<th>Changes resources</th>
<th>Total squares</th>
<th>Freedom degree</th>
<th>Average squares</th>
<th>F</th>
<th>P-value</th>
<th>η coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>1419.02</td>
<td>1</td>
<td>1419.02</td>
<td>96.47</td>
<td>0.001</td>
<td>0.61</td>
</tr>
<tr>
<td>Group interruption</td>
<td>1865.77</td>
<td>1</td>
<td>1865.77</td>
<td>120.52</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>412.63</td>
<td>27</td>
<td>412.63</td>
<td>-----</td>
<td>----</td>
<td></td>
</tr>
</tbody>
</table>

According to table (5), it is seen that the obtained related F to pre-test is 96.47 and is significant in less than statistical level 0.01. Therefore, pre-test influenced on total score of psychological well-being of post-test that are moderated in this average. In addition, related F to independent variable effect is 120.52 and significant in level 0.01. Therefore, it is concluded that positive psychological education influence on psychological well-being increase of test group and made significant difference among psychological well-being averages of test and control groups in
α=0.99 level. Moreover, according to η coefficient, 0.61 of effect was for difference of groups in psychological well-being education in related post-test.

**Discussion and Conclusion**

The purpose of the present research is investigating effectiveness of positive psychological well-being education in non-parenting and bad-parenting girls of Mashhad city. Obtained results from this research showed that there is significant difference between test and control group in post-test step according to psychological well-being so that non-parenting and bad-parenting girls of test group showed better situations than peers in control groups according to psychological well-being. According to these results, it can be claimed that positive psychological education increases psychological well-being in non-parenting and bad-parenting girls’ psychological well-being. These results are in agreements with results of previous studies such as Proyer et al. (2016), Rashid (2015), Brown (2015) and Jesar et al. (2014), Proyer et al. (2016) found that online positive psychological elements education increase happiness and reduces depression and bad mood signs and symbols in people. Brown (2015) in a research concluded that resilience education as part of positive psychological education increases and improves child and teen labor psychological flexibility and mental health. Jesar et al. (2014) found that positive psychological education increases and promotes related life quality to health and following treatment regimen in afflicted teens to diabetes type I. Following cases can be mentioned in determination this research results that educations and interruptions based on positive psychology effectively can reduce negative emotional and psychological signs and symbols by increasing sense of pleasure, reinforcement abilities, and meaning in life and increase happiness, life expectancy, and satisfaction (Brown, 2015) and totally brings psychological well-being for people including non-parenting and bad parenting girls. On the other hand, positive psychological education and interruptions make people find more commitment toward their life and involve in it with more intention, because the requisite of more active involvement is identification natural abilities and better usage of them in life and determination life purpose(s) based on them. Therefore, the mentioned educations are a step toward blissful and non-empty life (Jesar et al., 2014). On the other hand, education based on positive psychology increase life meaning in people top smooth their psychopathology and strength their positive psychological elements such as happiness, pleasure, satisfaction, psychological well-being etc. (Rashid, 2015). Sigman (2011) showed that happiness as one element of positive psychology includes pleasure, committed, and meaningful life. Experiencing excitement and positives emotions that are emphasized by positive psychology mostly make better abilities in using capabilities and adaptation while facing with life problems that itself promotes and improves positive elements conditions in individual life such as psychological well-being (Bolier et al., 2013). It is noticeable that the obtained results are in agreement with the main hypothesis of positive approach. It is assumed in this approach that people abilities remove and reduce psychological and emotional problems. According to positive psychology theory, increasing social communications and developing friendship networks are effective in increasing happiness and promoting psychological well-being by raising social support. (Rashid and Sigman, 2014) The oral report of positive group members shows that attempt to develop friendship network out of group and deep friendship with group members caused experiencing and increasing positive excitement. Moreover, test group members did some exercises in acknowledgement field. Gratitude and appreciation is one of emphasized
principles by positive psychologists and its effectiveness in increasing positive mood has been proved in many studies. (Sheldon & Lyubomrisky, 2006)

Overall, results of the present research indicated this fact that positive psychological education improves psychological well-being in non-parenting and bad-parenting teen girls. Limitations of this research include data collection method that was conducted on self-report scale that these reports are susceptible to distortion for unconscious defense, bias in responding, and individual introduction manner. The present study was conducted just in non-parenting and bad-parenting girls’ boarding house of social assistant of Khorasan Razavi province (Mashhad city) well-being administration. Therefore, generalization the findings to non-parenting and bad-parenting girls’ boarding house of other cities makes problem. Hence, it is suggested to do survey on non-parenting and bad-parenting girls’ boarding house of social assistant of other provinces and cities to make more generalization power. In addition, findings of research showed that positive psychological education is effective on psychological well-being of non-parenting and bad-parenting girls. It is suggested to focus more on new psychological treatments effect such as positive psychological education by state well-being administration to improve psychological well-being condition for non-parenting and bad-parenting teen girls. According to the results of research, it is suggested to psychologists and social workers, and counselors of family at least to use psychological treatments based on positive psychology who wants to improve psychological well-being of non-parenting and bad-parenting teen girls.
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