



Determining the effectiveness of Seligman's parenting style education package on mother-daughter conflicts

Akram. Sadeghi Dehkordi¹

Zahra. Yousefi^{2*}

Hajar. Torkan³

1. PhD Student in Counseling, Faculty of Educational Sciences, Islamic Azad University, Isfahan Branch (Khorasgan), Isfahan, Iran
2. *Corresponding author: Assistant Professor, Department of Psychology, Isfahan Islamic Azad University (Khorasgan), Isfahan, Iran
3. Assistant professor, clinical psychology group, education and psychology department, Islamic Azad university, Isfahan (khorasgan) branch, Isfahan, Iran

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Abstract

Aim: The aim of this study was to investigate the effectiveness of the Seligman parenting style training package in reducing mother-daughter conflicts. **Method:** This study had a pretest-posttest quasi-experimental design with a control group. The statistical population included all mothers with adolescent daughters. The sample consisted of 40 mothers with adolescent daughters who were selected by convenience sampling and randomly assigned to the experimental and control groups. The research tool was the Mother-Daughter Conflict Scale (Yousefi & Sabzevari, 2019), which all participants completed in the pretest and posttest. While the control group received no training, the experimental group received fifteen 60-minute sessions of Seligman parenting style training. Both groups were evaluated before and after the training using the research tool. The collected data were analyzed at descriptive (mean and standard deviation) and inferential (analysis of variance with repeated measurements and Bonferroni post-hoc test) levels using SPSS23 software. **Results:** The results showed that Seligman parenting style training had a significant effect on reducing mother-daughter conflicts ($F=6.00, p<0.01$). The Bonferroni post-hoc test also showed a significant difference between the pretest and posttest scores in the experimental group ($p<0.01$), but no significant difference was found between the posttest and follow-up stages ($p>0.05$). In addition, no significant difference was found in the control group during the test stages ($p>0.05$). **Conclusion:** Therefore, it can be concluded that Seligman parenting style training has a significant effectiveness in reducing mother-child conflicts, and these effects are also stable in the follow-up stage.

Keywords: Seligman's parenting style, mother-daughter conflict, mothers, adolescence girls.

Introduction

So far, various studies have investigated the effectiveness of parenting styles. For example, a study showed that teaching Adlerian methods can reduce mother-daughter conflicts and help improve their relationships (Yousefi & Sabzvari, 2018). Additionally, another study demonstrated that group training in correcting parenting styles based on modifying incompatible patterns is effective in improving behavioral problems in mothers (Khorsagani & Yousefi, 2018). Furthermore, research indicates that teaching parenting styles based on acceptance and commitment is effective in reducing children's behavioral disorders (Yousefi & Hemayati, 2018), parenting education is effective in reducing loneliness (Seligman, 2010; McInerney & Iris-Glancy, 2021), positive parenting skills are effective in reducing violence and insults between parents and children (Grino et al., 2016), and parenting education is effective in improving children's behavior (Yousefi & Sabzvari, 2019). However, no research has been conducted on the effectiveness of Seligman's parenting on mother-daughter conflicts in adolescence.

Today, one of the problems that human society faces is depression, which can affect people of all ages. In this regard, optimism is an important defense mechanism against depression (McInerney & Iris-Glancy, 2021). Therefore, paying attention to optimism and nurturing it in children from the early years of childhood is an important aspect of parenting. It seems that Seligman's optimistic parenting style, which includes features such as effective and ineffective types of mothers, raising strong and sociable men and women, correct and incorrect parenting methods, how to criticize and reprimand children, sources of pessimism, familiarity with optimism, styles of problem identification, and how to deal with children's problems and failures, can increase optimism in both mothers and daughters and improve their relationship. Therefore, the present study aimed to answer the question of whether Seligman's parenting education is effective in reducing mother-daughter conflicts in adolescence.

Method

This study had a pretest-posttest quasi-experimental design with a control group. The statistical population included all mothers with adolescent daughters. The sample consisted of 40 mothers with adolescent daughters who were selected by convenience sampling and randomly assigned to the experimental and control groups. The research tool was the Mother-Daughter Conflict Scale (Yousefi & Sabzevari, 2019), which all participants completed in the pretest and posttest. While the control group received no training, the experimental group received fifteen 60-minute sessions of Seligman parenting style training. Both groups were evaluated before and after the training using the research tool. The collected data were analyzed at descriptive (mean and standard deviation) and inferential (analysis of variance with repeated measurements and Bonferroni post-hoc test) levels using SPSS23 software.

Results

The results showed that Seligman parenting style training had a significant effect on reducing mother-daughter conflicts ($F=6.00$, $p<0.01$). The Bonferroni post-hoc test also showed a significant difference between the pretest and posttest scores in the experimental group ($p<0.01$), but no significant difference was found between the posttest and follow-up stages ($p>0.05$). In addition, no significant difference was found in the control group during the test stages ($p>0.05$).

Conclusion

Therefore, it can be concluded that Seligman parenting style training has a significant effectiveness in reducing mother-child conflicts, and these effects are also stable in the follow-up stage.

When parents want to reprimand their teenager, they should keep in mind that instead of criticizing their daughter's personality, they should recognize the wrong behavior in general and reprimand it. This is because excessive criticism creates shame and guilt, and lack of reprimand undermines the teenager's sense of responsibility and weakens behavior change. Criticism should be presented in a positive style as much as reality allows, and at the time of the problem, the changeable and specific causes of the issue should be addressed so that the teenager learns optimism.

Mothers have also learned not to avoid experiencing bad emotions in themselves or their children because although all bad emotions are inevitably accompanied by pain, they have a good result, making them better mothers. In general, feeling bad about a subject makes them try to use their highest level of skills for that situation. This finding is consistent with another study (Bahadori Khosroshahi, 2017) that improving parental self-efficacy can improve their interactions with their children. Thus, mothers were able to prevent severe behavioral, emotional, and misconduct problems with their teenagers by learning positive child-rearing techniques based on Seligman's optimistic child theory through increasing knowledge, skills, self-confidence, and self-efficacy and optimism. As a result, their conflicts with their daughters have decreased.

Overall, this study showed that Seligman's parenting style can be an appropriate method for reducing mother-daughter conflicts because it contains knowledge and skills that increase the mother's mood and self-efficacy in parenting and also gives the teenager an attitude that shows increased mood and responsibility, resulting in improved relationships.

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