

The Effectiveness of Mindfulness-Based Cognitive Therapy on Self-Confidence and Resilience of Mothers with Slow-Paced Student

Choobforoushzadeh, A. et al.

Extended Abstract

Aim

An individual with a slow pace exhibits below-average cognitive functioning while concurrently grappling with compromised behavior and notable limitations in at least two domains. Students who progress at a slower pace have inherent limitations that were formed during the growth period, which occurs prior to reaching the age of 18. To a significant degree, this matter has rendered them speechless. Problematic as they are, however, the unique psychological pressures that the presence of these children imposes on their parents, particularly their mothers. As a result, parents of such children experience greater anxiety, shame, and embarrassment, and have a lower level of general health and psychological well-being than parents of typical children. In light of this, self-assurance and resiliency play a crucial role in the adjustment of these parents. Mindfulness-based therapy is a significant component of the third generation of psychological therapies that are effective intervention methods. Kabat-Zinn defines mindfulness as a type of meditation characterized by “purposeful, focused attention in the current moment, devoid of prejudice or judgment.” As indicated in the referenced materials, the objective of this study was to examine the efficacy of mindfulness-based cognitive therapy in enhancing the self-confidence and resilience of mothers who have slow-paced students in Shiraz. The research was conducted under the assumption that such therapy is indeed effective.

Methodology

This research is a control group-based, semi-experimental study employing a pre-posttest design. The study’s statistical population comprised 99 mothers of slow-paced students whose children attended Golshan School for Exceptional Children in Shiraz during the 2019 academic year. The research sample comprises 16 mothers who were selected at random from the available population and divided into two groups: experimental and control. Gaining consent to participate in the test and achieving lower scores on the self-confidence scale and the resilience scale served as inclusion criteria for the study. Each individual was married and had a single child. Furthermore, with regards to their educational background, they had a minimum of a fifth-grade diploma. The reliability of the Rosenberg Self-Esteem Questionnaire (SES), which was utilized to assess self-confidence in this study, was reported to be 0.69 in Iran. The responses to this survey constitute an evaluation of general self-esteem and personal worth. Another Questionnaire was Resilience Scale (CD-RIS). Perception of personal competence, confidence in the individual instincts, tolerance of negative affect, positive acceptance of change and secure relationships, control and spiritual influences. Spiritual Influences are the five subscales comprising this examination. The internal consistency of this scale has been documented as 0.9 in Iran. In eight sessions, the experimental group was also administered the mindfulness-based protocol. Covariance analysis was performed on the data using the SPSS-22 statistical software.

Findings

The descriptive indices indicate that the average scores for the variables of self-confidence and resilience were 12.63 and 40.00, respectively, in the pre-test. These scores increased to 21.63 and 60.50, respectively, in the post-test, indicating a significant improvement over the pre-test stage. Furthermore, the findings from the covariance analysis indicated that mindfulness-based cognitive therapy significantly improved the experimental group’s self-confidence and resilience by 87 and 89 percent, respectively. Hence, the implementation of a mindfulness-based cognitive therapy intervention has generated a discernible enhancement in the self-confidence and fortitude of mothers.

Conclusion

The purpose of the current study was to examine the efficacy of mindfulness-based cognitive therapy on the self-confidence and resilience of mothers who have slow-paced students. The findings revealed that the experimental group of mothers had significantly higher self-confidence and resilience scores than the control group. By concentrating on the present moment without rejecting one’s problems and realities, mindfulness diminishes the magnificence of one’s problems; consequently, one comes to accept them as they truly are. It is important to consider the limitations imposed by the statistical community in this particular research and type of study regarding the generalizability of the findings, interpretations, and etiological documents of the investigated variables. Additionally, the findings should not be generalized to other populations without caution. Future researchers are encouraged to administer mindfulness-based cognitive therapy to this population individually (rather than in a group setting).

Keywords: Mindfulness-Based Cognitive Therapy, Resilience, Self-Confidence, Slow-Paced Student.