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Efficacy of Positivist Parenting Method Training on Disruptive, Destructive and Self-Control Behaviors in Fifth-Grade Primary School Female Students

Vahideh Azimi¹ , Reza Ghorban Jahromi^{2*} , Khadijeh Abolmaali³ 

1. Department of Psychology, Faculty of Humanities, science and research Branch, Islamic Azad University, Tehran, Iran. Email arad110@gmail.com
2. Corresponding Author, Department of Psychology, Faculty of Humanities, science and research Branch, Islamic Azad University, Tehran, Iran. Email: r.ghorban@srbiau.ac.ir
3. Department of Psychology, Faculty of Humanities, North Tehran Branch, Islamic Azad University, Tehran, Iran. Email: kh.abolmaali@tnb-iau.ac.ir

Extended Abstract

Aim

Children may experience varying degrees of behavioral and emotional problems, many of which can be seen as normal responses to common stressful life events or part of the typical developmental process (Asli Azad et al., 2013). However, these behavioral issues can manifest as disruptive and destructive behaviors, leading to mental and emotional difficulties for both the child and those around them. Disruptive and destructive behaviors are characterized by emotional and behavioral responses at school that deviate from cultural and developmental norms. These behaviors negatively impact the child's academic performance, self-care, social relationships, individual adaptation, classroom behavior, and family integration (Cassielo-Robbins et al., 2019). Research indicates that such behaviors stem from a variety of individual, personality, hereditary, social, and family factors. One significant factor is the child's low self-control (Xu et al., 2021). Insufficient mental and behavioral control prevents the child from managing their actions effectively, resulting in impulsive and disruptive behaviors in response to challenges in school and social environments (Zhang et al., 2020). Children at risk for behavioral disorders and aggression often struggle with self-control, leading to increased negative emotions and irregular behaviors compared to their peers (Augimeri et al., 2018). This study aims to investigate the efficacy of positivist parenting method training on disruptive, destructive, and self-control behaviors in fifth-grade female primary school students.

Methodology

This quasi-experimental study utilized a pretest-posttest control group design, with a follow-up period of two months. The study's statistical population consisted of fifth-grade female primary school students with disruptive and destructive behaviors, and their parents, in Tehran during the 2021-22 academic year. Twenty-seven students were selected through purposive sampling and randomly assigned to either the experimental group (14 students) or the control group (13 students). The experimental group received ten ninety-minute sessions of positivist parenting method training (Khodabakhshi-Koolaei et al., 2015) over a period of two and a half months. The questionnaires used in this study included the Children's Disruptive Behaviors Questionnaire (Pelham et al., 1992) and the Children's Self-Control Questionnaire (Kendal & Wilcox, 1979). Data were analyzed using mixed ANOVA with SPSS23 software. Mixed variance analysis was chosen because the study involved two groups (experimental and control), each assessed at three stages (pretest, posttest, and follow-up).

Findings

The results showed that positivist parenting method training significantly affected both disruptive and destructive behavior ($F = 31.10$; $\eta^2 = 0.55$; $p < 0.001$) and self-control behaviors ($F = 37.26$; $\eta^2 = 0.60$; $p < 0.001$) among fifth-grade female primary school students. This intervention led to a significant reduction in average scores for disruptive and destructive behaviors and a notable increase in average

scores for self-control behaviors. These improvements were sustained during the follow-up phase. The findings suggest that positivist parenting method training can substantially enhance self-control behaviors and reduce disruptive and destructive behaviors in fifth-grade female students, as observed in both the post-test and follow-up stages. In summary, positivist parenting method training proves to be an effective approach for decreasing disruptive and destructive behaviors while increasing self-control among these students.

Conclusion

Based on the study's findings, positivist parenting method training can be considered an effective approach for reducing disruptive and destructive behaviors and improving self-control in female students. This method employs standard parenting practices and effective communication principles (Cumming et al., 2022). The training helps parents to engage with their children more effectively by using parenting strategies that address the child's needs, focusing on positive behaviors, and minimizing attention to problematic behaviors. This approach also helps reduce destructive behaviors (Widyawati et al., 2021). Additionally, positive parenting training equips parents with knowledge about behavior change principles and the factors influencing disruptive and destructive behaviors, and it highlights the cyclical nature of negative parent-child interactions. Improved parental interaction quality enhances adaptive behaviors in children and reduces problematic behaviors (Jiang et al., 2021). Furthermore, positive parenting encourages constructive parent-child interactions, breaks the cycle of negative behaviors, and promotes self-control in children by teaching parents consistent and non-violent disciplinary techniques (Svendsen et al., 2020). Parents also learn to develop and reinforce effective ways to address feelings of failure. Overall, adopting the positive parenting approach enables parents to manage their children's behaviors more effectively, leading to increased desirable behaviors, improved self-control, and decreased undesirable behaviors.

Keywords: Disruptive and Destructive Behavior, Female Students, Positivist Parenting, Self-Control.

Ethical Considerations

To adhere to research ethics, consent was obtained from both the participating girls and their parents for involvement in the study. All participants were thoroughly informed about the research procedures. The girls in the control group were assured that they would receive free positive parenting training after the completion of the study. Additionally, all participants, including those in both the experimental and control groups, were guaranteed that their personal information would remain confidential and that disclosing their names was not required. Furthermore, the entire intervention process was provided to them at no cost.

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Conflict of Interest

This research did not receive financial support from any government or private organization. The authors report no conflicts of interest related to this study.

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