

The Effectiveness of Parenting Skills Training on Emotional Reactivity and Coping Self-efficacy of Adolescent Male Students

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Introduction

Adolescence (12–18 years old), which is characterized by puberty, is an important developmental period that is associated with the process of identity formation. An important part of this developmental process is emotional reactivity. In dealing with the problems and crises of adolescence, many teenagers engage in behaviors that threaten their current and future health. Drug use, violence, extreme excitement, unsafe sexual behavior and self-harm are the causes of many deaths in adolescence and early adulthood. Bergman & Scott stated that most risky behaviors begin before the age of 18. These behaviors, which are increasing, are a reflection of psychological and emotional problems. Research that has been carried out in the field of emotional and behavioral disorders has mostly concluded that these disorders are more the result of the way the parents communicate with the child than genetic and biological factors. Many researchers have concluded that there is a relationship between parental misbehavior and children's emotional and behavioral inconsistencies; This relationship is very important and shows that the family factor and especially the parents' behavior plays an important role in the occurrence of behavioral and emotional disorders in childhood and adulthood. Also, it seems that parenting style has a role in adolescents' coping self-efficacy beliefs. The atmosphere in the family and the behavior of the parents can affect how a person feels about himself and his abilities. The purpose of the present study is to investigate the effectiveness of parenting skills training on emotional reactivity and coping self-efficacy of adolescent male students.

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Method

The current research was semi-experimental type (pre-test and post-test design with a control group). The statistical population of this research included all the mothers and male students in the sixth grade of Dehdasht schools (academic year 2021–2022). The samples examined in this research were done by simple random sampling method. To collect data in the two stages of pre-test and post-test, the Coping Self-Efficacy Questionnaire (CSE) by Chesney et al. (2007) and the Emotional Responsiveness Scale (ERS) by Nock et al. (2008) have been used. The experimental group was trained in safe parenting skills during 8 sessions (90 minutes). While the control group did not receive such an intervention, the collected data were analyzed using a univariate analysis of covariance.

Results

The results showed that with the pre-test control, there is a significant difference between the mean post-test scores of emotional reactivity and coping self-efficacy in the experimental and control groups. So in the experimental group, emotional reactivity decreased and self-efficacy increased.

Discussion

The present study was conducted with the aim of investigating the effectiveness of the mother's parenting skills training program on students' emotional reactivity and coping self-efficacy. The results of the analysis of the research findings showed that the parenting skills training program leads to a decrease in the total score of emotional reactivity and an increase in the self-efficacy of students. Therefore, it can be said that teaching parenting skills is effective in reducing emotional reactivity and coping self-efficacy in adolescent male students.

Keywords: coping self-efficacy, emotional reactivity and parenting skills.

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