

Effect of Positive Parent Education Program

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Abstract

Background/Objectives: *The purpose of this study is to reduce the stress of parenting and positively change the parenting attitude by using the positive parent education program based on problem solving counseling theory, which is one of the important theories of positive psychology. Through this, it can be said that it is meaningful to increase parental efficacy and subjective well-being by improving parents' positive thinking, positive emotion, and positive attitude in child rearing. To this end, this study aims to verify the effect on parents' parental efficacy and subjective well-being by implementing a positive parent education program developed on the basis of problem solving counseling theory, which is a theory of positive psychology.*

Methods/Statistical analysis: *The subjects of this study were recruited after 1 month of guidance for parents of children aged 13 years. Ten of 20 positive parent education program applicants were randomly selected as 10 experimental groups and 10 control groups. The positive parent education program proposed in this study was conducted in the control group after the end of the experimental group program from the viewpoint of counseling ethics. The Positive Parent Education Program was conducted for its 8 sessions in total, twice a week, one and a half hours per session, for the 10 in the experiment group. No Positive Parent Education Program was conducted for the control group. A preliminary test was conducted for both the experiment group and control group, and then a post-test was conducted on the experiment group after the positive parent education program. Data Processing & Analysis Methods: To analyze test results, the independent t-test and nonparametric statistical analysis (Wicoxon Matched-Pairs Signed-Ranks Test) were conducted by means of SPSS 19.0 program.*

Findings: *The positive parent education program showed a significant result from the pre-post test comparison in the experimental group than the control group in parent efficacy. In addition, the positive education program showed a significant result from the pre-post test comparison in the experimental group rather than the control group in subjective well-being.*

Therefore, I found that a positive parent education program worked.

Improvements/Applications: *Positive parent education programs have been effective in promoting parental efficacy and subjective well-being, so they can be used in various parent education programs. It is also effective in lowering parenting stress and negative viewpoints, raising positive parenting attitudes and happiness, and promoting the relationship with positive children to create a healthy and happy family.*

Keywords: *Problem Solving Therapy, Positive, Parent Education Program, Subjective well-being, Parental efficacy*

1. INTRODUCTION

Recently, Korea has the lowest birth rate in the OECD, with 0.98 births in 2018 [1]. As two adults get married and give birth to one child, the population is continuously decreasing, which is why the family atmosphere in Korea is changing.

In particular, due to one child, parents are becoming more interested in their children's education, and their desire to raise their precious children physically and psychologically is increasing. Parent education is necessary for parents to take responsibility as parents and to create a desirable family culture [2].

Parental education is for adults, including prospective parents[3]. It is an activity for parents, prospective parents, and children to educate all educational methods, including parent education problems and child education problems[4]. Parent education is all the curriculum that helps parents become qualified and effectively participate in their children's growth, development, and education[5].

Therefore, various educational programs are being made to become mature and healthy parents, and the current parent education programs are being studied based on many theories in Korea[6][7][8][9].

However, parents are under a lot of stress in raising their children. Most couples are working double-income, so they are having a very hard time doing two things: work and parenting.

Abidin [10] conceptualized the stress that is commonly perceived in raising children as parenting stress. Recently, Korean society is a low birth rate society, and as parents' responsibility and interest in raising children is increased, the level of demand for parenting role increases. Parenting stress that parents feel is getting higher. As a result, the negative view of raising children is increasing, and the number of couples who do not want to marry or have children is increasing.

The purpose of this study is to positively change the negative perceptions of child rearing and to positively address the stress and various problems caused by child rearing. And it is meaningful to help them grow into positive parents and to be healthy and happy.

Therefore, the purpose of this study is to examine the effects of positive parent education programs on parental efficacy and subjective well-being based on problem-solving counseling theory.

2. STUDY METHODS

2.1. Subject of study

The subjects of this study were recruited after one month(May 2019) of guidance for parents of children aged 13 years. Ten of 20 positive parent education program applicants were randomly selected as 10(5 couples) experimental groups and 10(5 couples) control groups. The positive parent education program proposed in this study was conducted in the control group after the end of the experimental group program from the viewpoint of counseling ethics.

2.2. Research design

The purpose of this study is to examine the effects of positive parent education programs on subjective well-being and

parental efficacy based on problem-solving counseling theory. To this end, an experiment was designed for pre-test and post-test comparison between the experiment group and control group.

The positive parent education program was conducted from June 15 to July 7, 2019, for a total of eight sessions (two times a week, one hour and 30 minutes per session) for 10 participants in the experimental group. No Positive Parent Education Program was conducted for the control group. A preliminary test was conducted for both the experiment group and control group, and then a post-test was conducted on the experiment group after the positive parent education program.

2.3. Data analysis

Data Processing & Analysis Methods: To analyze test results, the independent t-test and nonparametric statistical analysis (Wicoxon Matched-Pairs Signed-Ranks Test) were conducted by means of SPSS 19.0 program.

2.4. PPE(Positive Parent Education) Program

The program is organized by referring to the PST program of Arthur M. Nezu[11] and Park Sung-joo[12] as shown in Table 1.

Table 1: PPE(Positive Problem-Solving Therapy) Program

Structure	Theme per session	Program contents
Initial Stage	1 O.T & Self Introduction	Introduction of the program and of the group members - Deciding nicknames of group members, and organizing the group, etc.
	2 Positive attitudes towards parents and children	Exploring understanding and attitudes toward parents and children and fostering positive attitudes - Changing perspectives, Seeing success
	3 Understanding stress in everyday life	Find the real problem by knowing about the problem - Finding various problems in parenting - Find revealed and hidden real problems - Redefining the problem
Middle Stage	4 Explore alternatives to solve problems between parents and children	Explore a variety of creative alternatives for problem solving between parents and children, and predict and determine alternatives through a balance sheet. - Brainstorming - Free association, etc.
	5 Alternative Action Plan to Solve Problems Between Parents and Children	Plan implementation of selected alternatives for problem solving between parents and children, and explore and practice techniques and methods for implementation. -Short-term / long-term plan -Personal value / social value, etc.
	6 Assessment of performance and help to solve problems between parents and children	Evaluate the results of the implementation according to the action plan. It also explores obstacles to implementation, explores alternatives and plans for action.

	7	Action Plan Assessment and Overall Assessment	Overall assessment of the final assessment and problem resolution process based on implementation (Re-training for Enhancement of Positivism)
Final Stage	8	Summary and Positive feedback	Overall assessment of the program and sharing feedback among group members (Re-education and encouragement of perspective change to strengthen positiveness)

2.5 Measurement tools

2.5.1. Scale of Parenting Efficacy.

In this study, Shin Sook-jae[13] translated the parent efficacy scale developed by Gobaud-Wallston and Wandersman(1978), and Kyung-Mee Koh and Seong-Kyung Shim[14] used a modified and complementary scale. In this study, the reliability of each subfactor is shown in Table 2.

Table 2: Parental Efficacy

Subjective well-being	Question number	Cronbach's α
Efficacy as a parent	2, 3, 7, 8, 9*, 10*, 11, 12, 15	.78
Anxiety and Frustration as a Parent	4, 5, 6, 16	.76
Parent Roles	1, 13*, 14	.73

2.5.2. Scale of Subjective Well-Being

In this study, following the definition of subjective well-being of Diener (1994), subjective well-being was classified into positive emotion, negative emotion, and life satisfaction. As emotion measurement tool, what Watson, Clark and Tellegen (1988) developed and Ju-seong Lee translated [15]. As the scale for life satisfaction, this study used what Diener, Emmons, Larsen and Griffin (1985) developed and Yeon-ji Ryu translated [16].

In this study, the reliability per sub-element of subjective well-being scale is shown in Table 3.

Table 3: Sub-indices of Subjective Well-Being

Subjective well-being	Question number	Cronbach's α
Positive Emotion	1, 4, 5, 8, 9, 12, 13, 17, 18, 20	.86
Negative Emotion	2, 3, 6, 7, 10, 11, 14, 15, 16, 19	.90
Life Satisfaction	21, 22, 23, 24, 25	.87

3. STUDY RESULT

3.1 Research Participant

10 men and 10 women participated in a total of 20 participants, including 10 experimental groups and 10 control groups. The mean age was 37.8 years for the experimental group and 36.4 years for the control group, as shown in Table 4.

Table 4: Basic Data

Sortation	Experimental Groups (5 couples)	Control Groups (5 couples)
Male	5	5
Female	5	5
Total	10	10
Average age	39.8	37.4

3.2 Effect of Subjective Well-Being

In order to verify the effect of the positive parent education program, the pre-score of subjective well-being, the mean and standard deviation of the post-test were calculated. As a result, the experimental group showed better average post-test than the control group, and the post-test average improved after the experimental group. The results are shown in Table 5.

Table 5: Intergroup mean and standard deviation of Subjective Well-Being

Sub-factor	Group	Before		After		<i>t</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Positive emotion	EX	3093	580	3884	403	-7.32**
	CT	3007	566	3130	497	
Negative emotion	EX	2824	517	1717	357	11.67***
	CT	2870	423	2789	432	
Life Satisfaction	EX	1817	597	2232	415	-5.47***
	CT	1945	618	1958	679	

** $p < .01$, *** $p < .001$

3.3 Effect of Parental Efficacy

In order to verify the effectiveness of the positive parent education program, the pre-score of parent efficacy and the average and standard deviation of the post-test were calculated. As a result, the experimental group showed that the average of positive emotions improved after the post-test in comparison with the control group, and the post-average improved after the experimental group. In addition, the parental anxiety and frustration scores were lower than the control group, and the post-mortem average was lower than the experimental group. Finally, the mean of the parental role scores was improved over the control group, and the after-average was improved over the pre-average of the experimental group. These results are shown in Table 6.

Table 6: Parental Efficacy

Sub-factor	Group	Before		After		t
		M	SD	M	SD	
Efficacy as a parent	EX	3.47	.55	4.19	.57	-3.87***
	CT	3.51	.58	3.54	.52	
Anxiety and Frustration as a Parent	EX	3.05	.76	2.01	.75	3.46***
	CT	2.95	.69	2.91	.87	
Parent roles	EX	3.45	.61	3.98	.89	-2.56*
	CT	3.51	.58	3.58	.69	

p<.01, *p<.001

4. CONCLUSION

This study is based on the theory of problem solving counseling in positive psychology for parents. It makes sense to try to help parents with the stress and problems of raising children through positive perspectives such as positive thinking, positive emotions, positive attitudes. To this end, a positive parent education program was developed based on the theory of problem-solving counseling, and the effects on subjective well-being and parental efficacy were examined.

First in order to verify the effect of the positive parent education program, the pre-score of subjective well-being, the mean and standard deviation of the post-test were calculated. As a result, the experimental group showed better average post-test than the control group, and the post-test average improved after the experimental group.

Second, the average score and the standard deviation of pre-test scores and post-test of parental efficacy were calculated. As a result, the experimental group showed that the average of positive emotions improved after the post-test in comparison with the control group, and the post-average improved after the experimental group. And the parental anxiety and frustration scores were lower than the control group, and the post-mortem average was lower than the experimental group. Finally, the mean of the parental role scores was improved over the control group, and the after-average was improved over the pre-average of the experimental group.

Therefore, I found that a positive parent education program worked.

The stress on child rearing and various problems are causing the low birthrate by not marrying or giving birth to children.

In these matters, the positive parent education program will greatly contribute to solving various social problems by improving parents' subjective well-being and parental efficacy by increasing their positive perception and positive problem-solving skills. It can also be said that the recent development of a parent education program based on a problem-solving consulting theory in positive psychology suggested the possibility that problem-solving theory can be used in various parent education or various programs.

Therefore, in this study, the positive parent education program using problem-solving counseling theory based on positive psychology can be used as a data for verifying the effect of positive psychology, and can be used for various

program research.

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