Original Research

Investigating the Effectiveness of Parenting Education Based On Choice Theory on Improving Children's Self-Esteem and Self-Efficacy

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Abstract

Background: The purpose of this research is to investigate the effectiveness of parenting education based on choice theory on improving children's self-esteem and self-efficacy.

Method: This research is a semi-experimental type with a pre-test and post-test and a control group. The statistical population of this research consisted of all nurses in Shiraz city. After the pre-test, 30 parents whose children scored low in both questionnaires were selected as the sample group and randomly divided into two experimental (15 people) and control (15 people) groups. The tools used in this research were the Rosenberg Self-Esteem Questionnaire and the Sherer General Self-Efficacy Questionnaire. Parenting training sessions based on choice theory were conducted for 10 sessions of 60 minutes on the experimental group, but no intervention was applied on the control group. Covariance analysis was used to analyze the data.

Results: The results of data analysis in two stages of test implementation in two experimental and control groups confirmed the effectiveness of parenting education based on choice theory on children's self-esteem and self-efficacy with 0.99 confidence.

Conclusion: Parenting education based on choice theory can be used to improve children's self-esteem and self-efficacy and provide favorable results.

Keywords: Parenting Based on Choice Theory, Self-Esteem, Self-Efficacy, Children, Nurses.

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Introduction

The importance of self-esteem for those who deal with children and adolescents is clear. Psychologists and sociologists consider positive self-esteem as the central core of social adaptation, which has deep historical roots. New experimental findings show the relationship between positive self-esteem and the effective and desirable performance of the personality of children and adolescents (1). Possessing a strong will and self-esteem and initiative, creativity and innovation, mental health and mental health have a direct relationship with the level of a person's sense of self-worth. Having a sense of self-worth and self-esteem is considered as a capital and a vital value and is one of the major factors in the flourishing of talents and creativity (2). Therefore, one of the psychological needs of humans is the need to feel self-worth or self-esteem. Self-esteem is a word that is related to a person's feeling of worth and self-affirmation, and it is a value that the information within the self-concept has for a person, and it comes from the person's beliefs about all the traits and characteristics that are in him (3).

All people, regardless of age, gender, cultural background, direction and type of work they have in life, need self-esteem. Self-esteem really affects all levels of life. In fact, various psychological studies indicate that if the need for self-esteem is not satisfied, broader needs such as the need to create, progress and understand the potential will remain limited (4). Research shows that children who have high self-esteem learn much more effectively, establish more beneficial relationships, can better use opportunities, are self-sufficient and self-efficient, and have a clearer view of their life path) 5). Therefore, self-efficacy is one of the most important values that can grow in line with self-esteem in children.

Self-efficacy is a constructive ability by which human cognitive, social, emotional and behavioral skills are effectively organized to achieve various goals (6). This concept refers to a person's beliefs about abilities, the capacity of talents to learn and perform in different situations, which in this way controls the performance (7). Having knowledge, skills and previous achievements of people are not suitable predictors for the future performance of people, but the belief of a person about her abilities to do them is effective on how she performs (8). Self-efficacy beliefs affect people's thought patterns and emotional reactions. Therefore, people with low self-efficacy may believe that the situation is unsolvable, and this belief fosters stress, depression, and a narrow-minded vision for untangling (9). On the other hand, high self-efficacy helps to create a feeling of ease when approaching work and difficult actions. Thus, self-efficacy beliefs will be a powerful predictor for progress (10). In recent years, in the field of self-efficacy and improving self-esteem in children, parenting skills have been introduced as necessary for success and adaptability.

Parenting skills are a set of knowledge and skills of raising children in a constructive and non-destructive way, so that the goal of raising children is to produce independent, capable, responsible and confident people who have appropriate moral and social development. In order to achieve these goals, it is necessary for parents to have a positive approach in parenting and observe its important principles (11). The use of parenting training programs began in the 1960s. At this time, the interventions focused on changing the parents' behavior and they became active participants in the therapeutic interventions. Gradually, with the emergence of behaviorism theory, progress was made in these programs, the result of which is the emergence and development of numerous parenting programs during these years (12). Glasser is one of the people who has entered this field by establishing Choice Theory and presenting educational methods based on this theory.

Choice theory explains why and how people behave. This theory, which is based on the psychology of internal control, believes that all behaviors are motivated from within and all are aimed at one goal, and the goal of each behavior is to satisfy one of the five basic needs (the need for survival, the need for belonging and love, the need for Power is the need for freedom and the need for fun and pleasure (13). The focus of the parenting program with the approach of Choice, education and presentation of principles and strategies that, along with strengthening the parent-child relationship, can

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achieve parenting and educational goals "with the children" (14). Considering the importance of children's self-esteem and self-efficacy in their personal and social life, this research is based on the use of the educational approach of parenting based on the selection theory and the degree of improvement of these variables in children.

Amiri et al. (2023) in their research conducted a systematic review of the effective areas of educational-therapeutic interventions based on choice theory on individual behavior management. The findings showed that the effective areas of educational-therapeutic interventions based on choice theory are placed in 5 classes of emotional-mood disorders, destructive behavioral disorders, procrastination, interpersonal relationships and personal and social skills. The results of this study can, as a summary, help clarify the effective areas of choice theory on individual behavior management and provide a comprehensive plan for conducting studies in a more coherent and high-quality manner for researchers in future research (15).

Esmailzadeh (2019) has studied the effectiveness of parenting education based on choice theory on parent-child relationship and clinical symptoms of oppositional defiant disorder. The findings showed that parenting training based on choice theory led to the improvement of the parent-child relationship and the reduction of the clinical symptoms of oppositional defiant disorder (in the components of opposition and hyperactivity) and did not have a significant effect on the components of accuracy and combined disorder. Teaching parenting skills based on choice theory can lead to strengthening the parent-child relationship and reducing children's behavioral problems (16).

Vakili and Agha Hosseini (2019) presented a research titled the effect of teaching parenting styles on children's motivation to progress and self-esteem. The results of the data analysis showed that the effect of parenting styles intervention on self-esteem with effect size (0.78) was more than motivation to progress with effect size (0.56). Therefore, teaching the parenting styles of parents has a significant effect on the progress motivation and self-esteem of 10-12 year old children at the same time (17).

Molu et al. (2022) showed in their research that communication patterns in the family have a significant effect on students' adaptation (18).

Martínez et al. (2021) showed in their research that parenting styles influence adolescents' adjustment through the mediating role of self-esteem (19).

The research results of Wubbolding and Wubbolding (2017) showed that the choice theory leads to the reduction of conflict (20).

Method

The method used in this research is a semi-experimental type with pre-test, post-test and control group. Before the implementation of the training sessions, a pre-test was administered to the people of the sample group. And after randomly assigning the groups into two experimental and control groups, parenting sessions based on choice theory were taught to the experimental group in the form of 10 sessions of 60 minutes. After the completion of the training sessions, the post-test was conducted immediately and the pre-test and post-test results were compared in the two groups. The statistical population of this study consisted of all the nurses in Shiraz whose children showed low self-esteem and self-efficacy. Sampling method in this research is purposeful random. The tools used in this research are:

- Rosenberg Self-Esteem Questionnaire: Rosenberg Self-Esteem Questionnaire has 10 questions, and these 10 questions are 2-choice, and the scoring of this test is 10 questions that include 2 choices (agree and disagree). In the first 5 questions, a score of one is given to the option that is in favor, and a score of zero is given to the option that is against, and in the last 5 questions, a score of zero is given to the option that is in favor and a score of one is given to the option that is against. Creed and Patton (2004) estimated the reliability coefficient of this test at 0.84. Bohlol and Rajabi (2007) have reported the reliability coefficient of this questionnaire in Iranian teenagers and young adults to be 0.84 and also the internal consistency of this test has been obtained from 0.72 to 0.87. In this research, the reliability of this questionnaire was calculated with Cronbach's alpha method of 0.75 (21).

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- General Self-Efficacy Questionnaire: This questionnaire was created in (1982) by Sherer et al. with the aim of determining different levels of general self-efficacy of people. The original version of the test consisted of 36 questions, whose creators, after conducting validation tests based on the analysis, kept the questions that had a factor load of 0.04 in each of the social and general factors, based on this, 13 questions that Those who did not have this feature were removed and the test was reduced to 23 questions. Each question contains 5 options on a Likert scale. If the scores of the questionnaire are between 17 and 34, the level of self-efficacy in the society in question is weak, and if the scores of the questionnaire are between 35 and 51, then the level of self-efficacy in the society in question is average, and if the scores of the questionnaire are between 52 and 85 The level of self-efficacy in the society in question is high. The reliability coefficients of internal consistency of the scale have also been reported through Cronbach's alpha coefficient in the range from 0.84 to 0.86 (22). In this research, the reliability of this questionnaire was calculated using Cronbach's alpha method of 0.79.

After the implementation of research questionnaires, 30 parents who scored low in both questionnaires were selected as the sample group. Then the people were randomly divided into two experimental groups (15 people) and control (15 people) and parenting training sessions based on choice theory were implemented for the experimental group.

The objectives of the study were explained to the parents, after obtaining their consent to participate in the research, they were given the necessary explanations regarding the time and place of the parenting training sessions based on choice theory. Then training sessions were conducted during 10 sessions of 60 minutes. Immediately after the completion of the training sessions, both experimental and control groups were given a post-test. Then the results obtained from the pre-test and post-test were compared.

In order to analyze the data in the present study, descriptive statistics methods were used, and covariance analysis was used in the inferential statistics section.

Results

At first, the information related to the descriptive statistics of the research variables in the pre-test and post-test of the two control and experimental groups is presented. First, the frequency distribution related to the demographic findings is presented.

According to Table 1, the sample size in each of the experimental and control groups is 15 people, and the overall sample size is 30 people.

The results of Table 2 show that the mean and standard deviation of the self-esteem variable in the experimental group are 85.27 and 14.38 respectively and in the control group are 70.09 and 8.01 respectively. As can be seen, the average of this variable in the post-test of the experimental group was higher than that of the control group.

The mean and standard deviation of the self-efficacy variable in the experimental group are 99.27 and 12.39 respectively and in the control group are 83.44 and 7.60 respectively. As can be seen, the average of this variable in the post-test of the experimental group was higher than that of the control group. In order to investigate the effect of the independent variable (parenting education based on choice theory) on the dependent variables (self-esteem and self-efficacy), the multivariate covariance analysis statistical test was used by neutralizing the factor variance of the pre-tests (initial differences between the subjects of the two groups).

Research hypothesis: parenting education based on choice theory is effective in increasing self-esteem and self-efficacy.

In interpreting the results of univariate covariance analysis in the context of multivariate covariance analysis, in order to avoid committing type 1 error, the value of alpha is divided by the number of dependent variables and the level of significance obtained is compared with this adjusted alpha. Here there are two dependent variables, where alpha is 0.05 divided by 2, which equals 0.025. Therefore, the obtained significance level must be lower than the adjusted alpha, i.e. 0.025, in order to recognize the significant difference between the two groups.

According to Table 3, the results of single-variable covariance analysis on the adjusted

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scores of the self-esteem variable with F=51.37 and a significance level of 0.001 show a significant difference between the two control and experimental groups ($p<0.025$). Since the adjusted average of the experimental group (86.15) was higher than the adjusted average of the control group (69.08), then parenting training based on choice theory is effective in increasing self-esteem. So the null hypothesis is rejected and the research hypothesis is confirmed.

The results of univariate covariance analysis on the adjusted scores of the self-efficacy variable with F=46.03 and a significance level of 0.001 show a significant difference between the control and experimental groups. ($p<0.025$). Since the adjusted average of the experimental group (100.22) was higher than the adjusted average of the control group (82.35), then parenting training based on choice theory is effective in increasing self-efficacy. So the null hypothesis is rejected and the research hypothesis is confirmed.

Discussion

The purpose of this research is to investigate the effectiveness of parenting education based on choice theory on improving children's self-esteem and self-efficacy. The research findings are presented as follows: Research hypothesis: parenting education based on choice theory is effective in increasing children's self-efficacy and self-esteem.

Parenting based on choice theory requires knowing the influencing factors and examining its exact relationship with children's self-efficacy and self-esteem. Although several factors play a role in the development and emergence of self-esteem, this research has studied the effect of parenting education based on choice theory on self-esteem and self-efficacy. What was obtained from the results of multivariable regression analysis proved the effect of parenting variable based on choice theory on self-efficacy and self-esteem in children. The findings are consistent with the results of research (19) and (23) on parent-child relationship and children's self-esteem.

Conclusion

Effective communication between children and parents can lead to motivational beliefs about improving their worth, self-esteem, and then self-efficacy in them. Glasser believes that there are three ways to establish an effective relationship with children or raise them: 1- You can perform behaviors against them, 2- You can perform behaviors for them, 3- You can perform behaviors with them (12). By using these methods, parents can achieve their educational goals more easily and efficiently. In the discussion of parenting, the most common internal conflict for parents is the conflict between power and love. They want to be useful parents, guide their children towards the right choices and make sure they are responsible (power); At the same time, they like to enjoy the relationship with their children and easily allow them to be what they are (love). According to Glasser, this conflict usually occurs when parents feel they have to control or correct their children (13). In this regard, some studies related to parenting are looking for how parents can improve communication by giving autonomy to their children. Applying education based on parenting based on choice theory can provide favorable results in parenting areas and as the results of this research show, this method increases self-esteem in children and helps to improve self-efficacy in their lives.

One of the limitations of this research is the lack of a follow-up test. In addition, the limited sample size, which makes it difficult to generalize the results of this research, is one of the other limitations of the research. In order to conduct more research, it is suggested that in future researches, this educational method be compared with other counseling and therapeutic methods to better clarify its effectiveness compared to other methods.

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Authors Contributions

The author contributed to the data analysis. Drafting, revising and approving the article, responsible for all aspects of this work.

Ethical Consideration

The research data and literature have not been copied from any works author upon reasonable request.

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Tables

Table1. The number of participants in two control and experimental groups

Groups	Pre-test	Post- test
Experiment	15	15
Control	15	15
Total	30	30

Table 2. Mean and standard deviation of self-esteem and self-efficacy in two control and experimental groups

Groups	Test	Statistical index	Variables	
			Self-esteem	Self-Efficacy
Experiment	Pre-test	mean	65.70	80.33
		The standard deviation	12.54	10.78
	Post-test	mean	85.27	99.27
		Adjusted mean	86.15	100.22
		standard deviation	14.38	12.39
Control	Pre-test	mean	67.80	82.66
		The standard deviation	9.65	8.00
	Post-test	mean	70.09	83.44
		Adjusted mean	69.08	82.35
		standard deviation	8.01	7.60

Table 3. Results of univariate covariance analysis in the context of multivariate covariance analysis on adjusted scores of self-esteem and self-efficacy variables between two groups

Source	Dependent variables	Sum of squares	Degree of freedom	F	Significance level	Effect size	Test power
Self-esteem pre-test	Self-esteem	894.79	1	21.31	0.001	0.451	0.992
	Self-Efficacy	74.00	1	1.26	0.237	0.051	0.211
Self-efficacy pre-test	Self-esteem	0.459	1	0.01	0.914	0.001	0.049
	Self-Efficacy	957.4	1	18.65	0.001	0.417	0.984
Group	Self-esteem	2145.69	1	51.37	0.001	0.663	1.00
	Self-Efficacy	2350.86	1	46.03	0.001	0.637	1.00

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