

The Effect of Family-Centered Stress Management on Risky Behaviors among GirlsNozari E.¹, Sabet M.*², Bashardoost S.³**Abstract**

Introduction: The present study aims to explore the effect of stress management training in mothers on risky behaviors among girls.

Method: The research was practical and the method was a quasi-experimental including pre-test, posttest, experimental and control groups. The participants were 380 female students from a high school in Andishe, Shahriar in academic year 1398-1399 and 30 students were selected through average homogenization and split into two experimental and control groups. The students were asked to respond a pre-test which was a scale of risk-taking among Iranian adolescents designed by Mohamadi Ahmad Abadi and Heidari and they were supposed to answer again as the posttest after 10 sessions of stress management training. To analyze data, variance analysis was applied with a frequent measurement.

Results: The findings indicates that the interactive effect of group \times time on violence ($F= 6/83$, $P= 0/001$, $\eta^2= 0/336$) is $0/01$, for variables of sexual relationship and behavior ($F= 3/45$, $P= 0/046$, $\eta^2= 0/203$) and relationship with opposite sex ($F= 3/48$, $P= 0/045$, $\eta^2= 0/205$) was significantly $0/05$.

Conclusion: Therefore, the family-centered stress management can enable us to prevent the risky behaviors in girls and increase the level of awareness in families.

Key words: Opposite sex, Risky, Sexual behavior, Violence

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¹ - PhD in Educational Psychology, Department of Psychology, Rudehen Branch, Islamic Azad University, Rudehen, Iran. effat.nozari@gmail.com, ORCID: 0000-0001-9239-0111

² - Corresponding Author, Assistant Professor, Department of Psychology, Rudehen Branch, Islamic Azad University, Rudehen, Iran. Mehrdadsabet@yahoo.com, ORCID: 0000-0003-3890-4294

³ - Assistant Professor, Department of Psychology, Rudehen Branch, Islamic Azad University, Rudehen, Iran. sibashardoust@yahoo.com,

Introduction:

Adolescence plays an important role in mental development cycle between childhood and adulthood and this is a transition stage which is initiated from the age of 10-12 and ends at 18-22. Adolescence is a period of deep changes which segregates childhood from adulthood including biological, social, emotional and cognitive and is a period of changing and transition in real. Adolescence is divided into three periods: early adolescence: this step includes age of 11-14 and a person is grown sexually and physical growth is so fast. Middle adolescence: this step contains age of 14-18 and puberty changes are completed. Late adolescence which comprises 18-21 and not only the physical appearance is completed but also the person accepts the adulthood roles (1). Deficient approaches considered adolescence as a failure or endangered period. Since 1990 and by then, the social, cognitive and moral developments in adolescence period were the center of attention. One approach which cares is "positive youth development⁵". It emphasizes on youth talents and inner forces in place of focusing on their issues and flaws in order to enable them to foster their talents and skills in their surrounding environment with an appropriate communication (2).

Adolescents have lots of arguments, inconsistencies and behavioral and emotional problems due to environmental pressures (3). In this period, the adolescent tends to prove himself to family, friends and society and might involve in destructive and risky behavior (4). Mental health experts believe that risky behaviors are one of the integral issues for mental, physical and social health for person and society. The risky behaviors refer to cautious behaviors which occur without noticing the outcome and cause unpleasant outcomes for both person and society (5). The risky behaviors include a variety of behaviors such as early sexual relationship, drink driving, vandalism, burglary, violence, smoking and drugs abuse (6).

Adolescence is crucial in man's life and psychologists name this period as the era of sentimentality, constructive crisis, pressure and storm. This stage has a noticeable impact on person and society because it stabilizes the behaviors in adulthood. The majority of mental problems are formed in adolescence and at the beginning of adulthood. Family plays a vital role in bringing up the children in different ages especially in childhood and adolescence (7). New tasks and identity are revealed during the puberty stage due to a fast growth and teenagers are active, purposeful and independent from their parents. Teenagers deal with complicated conflicts and mental disorders. So, the teenagers are in danger more than any other time and in a case of not caring of their needs, they might feel worthless. Therefore, the teenagers should be occupied with abilities which they can end this period and turn to the efficient adults with mental health for society (8).

The family should provide an environment in which teenager feels safe and cared and can freely talks about his abilities, emotions and natural needs to solve his problems. The significance and role of the family is different in varied growth periods (9). Adolescents choose a specific method to state their conflicts and manage their anger and the connection with family members can be effective on solving the conflicts. The adolescents who have good communicative skills and receive respect in family, have more positive assessment and a more extended prospective toward the aspects of a conflict and use impactful solutions. On the other hand, the adolescents who are not able to communicative well use inefficient approaches toward tense and challenging situations(10). Many studies (Asghari et al., (11); Fayyazi et al., (12); Adibnia et al., (13); Nazari et al., (14); Dakof at al., (15); Brook et al., (16);) have indicated that there is a relationship between family and risky behaviors in teenagers. Along

with this, Arabnejad et al., (17) claim that family consistency operates as an effective outer source and self-valued feeling acts as a protective factor as an internal source toward the risky behaviors. The findings in Rokrok et al., (18) showed the average of students in army families in risky behaviors, positive attitudes to drug abuse, sensation seeking and family conflicts were much lower in comparison to other groups. Humel et al., (19) concentrated on the role of a weak quality in relationships as a risky factor and also there is a relationship between drug abuse and quality of connection with family and adolescence and adulthood features.

Appearance of risky behaviors in adolescence period might cause a confronting behavior due to stress and is challenging the confronting sources. The teens who lack a proper social support in family, friends and peers, suffer from conflict and behavioral and emotional disorders and can't learn confronting and problem-solving skills to reduce stress and manage life problems (20). It is considerable to train teens to response properly to the challenges and personal and environmental stress. In fact, firstly, the teen should be trained by management methods and how to deal with stress. Thus, the aim of present study is to answer the question below:

Does stress management skill in mothers reduce risky behaviors in female students?

Method:

The aim of the present study is practical and the method is quasi-experimental with pre-test, post-test and experimental and control groups. The participants were 380 high school female students from Andishe (Shahriar) in academic year of 98-99 and because the sampling in similar quasi-experimental studies were at least 15 , 30 students were selected and assigned into two groups of experimental and control by average homogenization. The inclusion criteria were an average student satisfaction, lack of failure in report card and living with both parents from childhood up to now. The exclusion criteria were disabilities and chronic physical diseases, severe mental problems, using medicine or psychotherapy during last year and participants' refusal to keep going.

Training Meetings

Stress Management Meetings

The meetings of stress management skills training included 10 sessions as followed (22;23).

Table 1. Training meetings of management stress skills

Number of sessions	Aim	Content
1st session	Stress and its types	Stress, taxonomy and its types
2nd session	Emotions, thoughts and behaviors based on stress	Effect of stress on emotions, thoughts, behaviors, signs and relaxation skills
3rd session	Abdominal breathing	Previous discussion
4th session	Identification of negative thoughts and cognitive distortions	What are negative thoughts?
5th session	Replacement of logical thoughts in place of illogical ones	Logical and illogical thinking

6th session	Efficient confrontation with stress	Efficient confrontations and its types
7th session	Cognitive solutions and behavior-cognition and problem-solving	Problem-solving and Cognitive-behavioral solutions
8th session	Anger management skill	Anger management training
9th session	Assertiveness skill	Assertiveness training in personal relationships
10th session	Social supportive sources	Maintenance and extension of social network training

In the present study, the data analysis was performed in descriptive and inferential methods. In order to analyze the features of experimental and control groups, the descriptive methods like main criteria or mean and standard deviation were applied to find out the impact of independent variable on data analysis and also the mixed method and SPSS software were exploited.

Results:

Mean and standard deviation of participants' children's age range was 92% \pm 15/47 in experimental group and 83% \pm 15/13 in control group. 7 students in 10th grade and 8 students in 11th grade were in experimental group while 5 students in 10th grade and 10 students in 11th grade were in control group.

Table 2 reveals the mean and standard deviation of risky behaviors (drug abuse, alcohol use, smoking, violence, sexual behavior, relationship with opposite sex and risky driving) among participants in experimental group in pre-test, posttest and follow up.

Table 2. The mean of standard deviation in risky behavior factor

Variable	Group	Pre-test	posttest	Follow up
Drug abuse	Experimental	1/79 \pm 6/27	2/10 \pm 6/13	1/83 \pm 5/93
	Control	2/19 \pm 6/73	1/81 \pm 6/87	1/39 \pm 6/93
Alcohol use	Experimental	1/81 \pm 7/13	1/85 \pm 6/00	2/14 \pm 6/80
	Control	2/87 \pm 7/33	1/71 \pm 7/66	1/94 \pm 7/73
Smoking	Experimental	2/52 \pm 9/73	1/66 \pm 8/07	1/19 \pm 7/47
	Control	2/58 \pm 9/33	1/89 \pm 9/15	1/81 \pm 9/00
Violence	Experimental	2/43 \pm 13/07	1/74 \pm 9/20	1/87 \pm 8/27
	Control	2/97 \pm 13/33	2/37 \pm 12/95	2/43 \pm 12/74
Sexual behavior	Experimental	1/18 \pm 7/13	1/72 \pm 4/67	1/69 \pm 4/80
	Control	1/85 \pm 7/53	1/56 \pm 6/50	1/78 \pm 6/93
Relationship with opposite sex	Experimental	1/56 \pm 10/00	1/40 \pm 7/67	1/20 \pm 7/00
	Control	2/05 \pm 9/93	1/88 \pm 9/23	1/84 \pm 9/35
	Experimental	2/12 \pm 7/93	1/37 \pm 6/80	1/60 \pm 6/87

Risky driving	Control	2/06±7/68	2/13±8/15	2/08±7/33
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Before treatment, the analysis of Shapiro-Wilk scale for each item in every group indicates that the scale for alcohol use in pre-test was significantly 0/05. Although this reveals a lack of normality in distribution of items in the group, but regarding the significance in Shapiro-Wilk scale (P=0/037), it can be said that the deviation is not intense and such deviation will not affect the results. Also, the findings of Loun test showed that the variance distinction in scores error regarding each item for risky behavior is not significant in ore-test, posttest and follow up. This finding appeared that the error variances in data had correlation. Additionally, the results of variance analysis for multi-variance displayed that before the treatment on independent variable among groups, there is no significant difference in risky behaviors (F(7 & 22)- 0/21, P>0/05). Therefore, it can be mentioned that the independence in pre-test was existed in data for the group membership. Table 2 demonstrates the results of homogeneity between variance and co-variance matrix and multi variable analysis in comparison with the effect of independent variable on risky behavior.

Table 3. The results of homogeneity between variance and co-variance matrix and multi variable analysis

Risky behaviors	The homogeneity of variance co-variance matrix			Multi-variable test				
	M. Box	F	P	Wilks' Lambda	F	DF	P	η^2
Drug abuse	2/98	0/44	0/853	0/987	0/18	2/27	0/841	0/013
Alcohol use	16/32	2/40	0/026	0/925	1/10	2/27	0/348	0/075
Smoking	5/82	0/86	0/526	0/877	1/89	2/27	0/171	0/123
Violence	3/62	0/53	0/784	0/664	6/83	2/27	0/001	0/336
Sexual behavior	5/43	0/80	0/571	0/797	3/45	2/27	0/046	0/203
Relationship with opposite sex	6/05	0/89	0/501	0/795	3/48	2/27	0/045	0/205
Risky driving	5/39	0/78	0/576	0/897	1/55	2/27	0/231	0/103

According to the results above, the correlation between covariance matrixes in dependent variables are only significant 0/05 for alcohol use and this amount of diversion will not discredit the results. Furthermore, the results of analysis in Table 2 revealed that interactive effect of group× time on violence is 0/01 (F(2/27)-6/83, P=0/001, η^2 - 0/336, Wilks' Lambda- 0/664) and for sexual relationship and behavior is (F(2/27)-3/45, P=0/046, η^2 - 0/203, Wilks' Lambda- 0/797) and relationship with opposite sex is (F(2/27)-3/48, P=0/045, η^2 - 0/205, Wilks' Lambda- 0/795) and significant 0/05. Moreover, the homogeneity of Corwith condition in error variance was assessed by using Mauchly¹ test. The findings appeared that the given hypothesis is true

for all the factors. Table 3 depicts the results of a mixed design in explaining the effect of independent variable on risky behavior factor.

Table 4. The results of a mixed design in explaining the effect of independent variable on risky behavior factor

Risky behaviors	Total squares	Total error squares	Freedom degree	F	Significance	η^2
Drug abuse	1/07	202/84	2/56	0/15	0/863	0/005
Alcohol use	8/07	197/78	2/56	1/14	0/326	0/039
Smoking	15/27	177/11	2/56	2/41	0/099	0/079
Violence	75/49	276/22	2/56	7/65	0/001	0/215
Sexual behavior	13/07	108/00	2/56	3/39	0/041	0/110
Relationship with opposite sex	23/02	145/29	2/56	4/45	0/016	0/137
Risky driving	9/62	200/36	2/56	1/35	0/269	0/046

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Table 4 represents that interactive effect of group \times time on violence ($F(2/56)=7/65$, $P=0/001$, $\eta^2=0/215$) and on sexual relationship and behavior ($F(2/56)=3/39$, $P=0/041$, $\eta^2=0/110$) and relationship with opposite sex ($F(2/56)=4/45$, $P=0/016$, $\eta^2=0/137$) are significant 0/05 in risky behaviors.

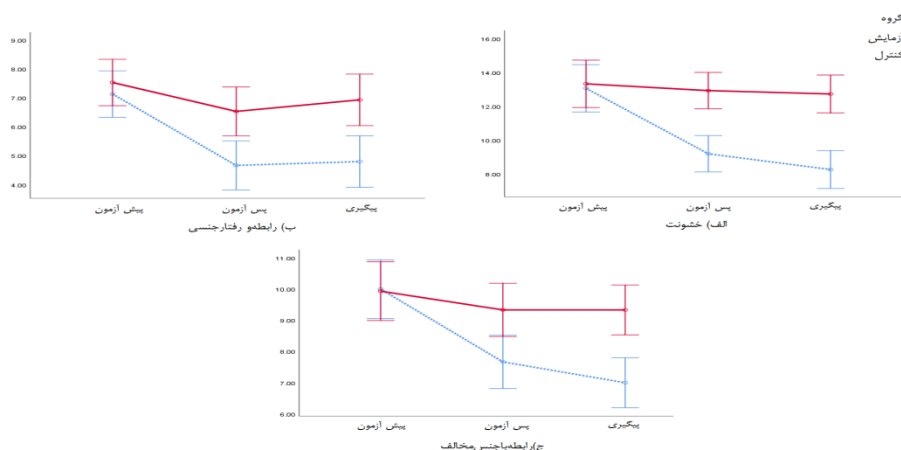


Figure 1: The diagram regarding the effect of independent variable on relationship with opposite sex, sexual relationship and behavior and violence

Discussion and Conclusion:

The present findings revealed that the stress management training in mothers can constantly alleviate the stress in their girls. The results were in line with the findings obtained from Arabnejad et al, (17), Rokrok et al, (18), Humel, (19), Asghari et al., (11); Fayyazi et al., (12); Adibnia et al., (13); Nazari et al., (14); Dakof at al., (15); Brook(16).

The main hypothesis regarding stress management skills training which focusing on adolescent's cognition has a controlling impact on his behaviors and emotions and an adolescent's performance or behavior has also a strong effect on his thinking patterns and emotions (24). As a matter of fact, majority of thoughts in humans' minds are the beliefs which people have about themselves or the others. Training people for having a better performance and feeling to their daily life can be a great help to change negative and illogical thinking. Inefficient thinking which influences on behavior and morality has the overlap with all mental conflicts. A realistic assessment and changing of thoughts lead in fostering behavior in adolescents (25).

In this method, the adolescents are able to deal with stress by restoring their thoughts. In fact, they are motivated to experience better feelings by identifying negative thoughts and challenges and show up more appropriate behaviors. It is assumed that the peoples' feelings and behaviors are influenced by their cognition from events. A circumstance can't merely determine the feelings but its restoration can identify the feelings; therefore, there is a relationship between feelings and type of thinking and interpretation. The conditions are not able to determine the feelings and emotional responses occur through situation assessment(26). Thus, the focus of this approach is cognition of distorted beliefs and changing incompatible thoughts by using some behavioral and emotional methods(27). The main aim was to help teen in a way to make pleasant changes in his life. The focus on training can cause an opportunity to learn adaptive learning and making changes outside the training environment. Problem solving plays an integral role in training. In this method, the educator and student both make an attempt to find some solutions so as to deal with problems(28). Furthermore, the solutions which people use to face with stress, can determine learning process, growth and life quality(29). Teens and adults are attracted to their peers due to lack of family support and on the other hand, they have no knowledge regarding dealing with their peers' offers so that they are much more vulnerable(30).

In addition, stress management skill training in mothers can help the families to deal much better with new situations and make a balance and so that the interaction between the family members can be effective on the way of solving an argument. The people with efficient communicative skills and respect, can be able to have a positive assessment and an extended perspective over the issue and they utilize problem solving technique and the positive approaches of emotional regulation. On the other hand, the people who have not obtained the essential communicative skills and a systematic problem solving, apply inefficient ways to solve arguments in coping with stressful conditions (31). Moreover, the more acceptant the parents are, the more they are enabled to decrease using useless techniques in case of facing with a problem. In such families, the communicative skills and ability to struggle with problems is high and acceptance and intimacy cause a reduction in behavioral problems (32; 33).

To put it into nutshell, it should be notified that teaching of stress management skills for female students including cognition of inefficient and illogical thoughts cause the teens to identify their behavioral and emotional reactions in response to family and environmental pressures and

able to manage their anger to solve the problems. Also, the training can give teens daring to face with their parents in a daring way than with anger and not accept their peers' risky behaviors. Therefore, due to constructive communication between the family members and family support as in the present study, the conflicts were reduced. In this training, the teens learned to have stronger bonds with their families and apply necessary solutions in case of conflicts with their families. Finally, the person plays his role in the best way and the family reaches a healthy performance.

Limitations and Recommendations:

The present study contained several limits such as family-centered stress management in mothers and not taking account the other family members like fathers, being self-report in questionnaire, parents' working and not in person training for some, spreading corona virus and challenges in tests follow up. Based on the findings in this study, it can be recommended that the family training in schools can consist of fostering the awareness of parents about behavioral problems in teens and its outcomes on the future life and to improve social and life skills in parents. Educational and training planners shall claim the necessity of performing social and life skills mandatory at schools. Furthermore, it can be suggested that the life skills workshops can be held at schools.

Authors Cooperation:

This article is adopted from the thesis of educational psychology in PhD course. Dr. Merhrdad Sabet as the advisor and Dr. Simin Bashardoost, the consulter acted in this work. Also, Ms. Efat Nozari as the scholar gathered the data, training meetings and did the final edition of the thesis.

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Conflict of Interests:

The authors in the present article confirm that this article is not being published in any internal and external publications and this article is the outcome of the research activities of all the authors and they have all awareness and satisfactions to its publication. This study is performed considering the moral laws and regulations and there would be no violations and fraud. The corresponding author is in charge of reporting the probable conflict of interests and takes the responsibility of all the mentioned points.

Ethical considerations:

The researcher followed all the ethical considerations such as to clarify the aim of study for the participants, adequate time to complete the questionnaire, extra explanations about scales, the permission to quit the meetings, being convinced of the questionnaires to be unknown and to aware the participants of the study results and also the researcher performed all the stages by herself by having honesty with the participants and in data analysis and reporting.

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