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EFFECTIVENESS OF TEACHING SELF-REGULATION TO MOTHERS ON EATING

PROBLEM AND SOCIAL DEVELOPMENT OF 3-6 MONTH CHILDREN

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ABSTRACT

Purpose of this study is the effect of Mothers' self-regulation training on social development and eating problems in children 6-36 months in Karaj. Method: This study is a pilot study. The research method is pretest - posttest with control group. For this study, randomly selected Karaj and martyr Shohada medical and health centers from the five medical and health centers. Then to the mothers came to the Pediatrician of this centers because of their child with eating problems and disabled in social skills was given eating and social development questionnaire. From the 39 mothers who took the survey and got a better mark that average 30 had been chosen randomly. Then they were randomly assigned in two groups (n = 15 control, n = 15 experiments). After the pretest give to the mothers eating and social development questionnaire for measure eating problems and disabled in social skills of their child's. Information obtained from the questionnaires was analyzed by MANCOVA. The finding showed that the difference is significant the group with children of mothers who give self-regulation and the control group are in reducing eating problems and increase social development. The difference is significant the group with children of mothers who give self-regulation and the control group are in reducing eating problems. The difference is significant the group with children of mothers who give self-regulation and the control group are increasing social development.

Keywords: Self-regulation, eating problems and social development

INTRODUCTION

The emotional relationship between a mother and her child, also the kind of connection they have, are a significant factor on the learning process and development of children (Baumrind 2008, Xie 2006). The nature of a mother and child's relationship in the early childhood forms many aspects of social, emotional and cognitive growth for children. The children, who have a good relationship with their mothers, are able to have a better understanding of others' emotions and thoughts which is resulted into empathy. Also, they use their social skills for the relationships they have with others (i.e. they have the sense of synergy and the ability of management in the conflictual situations).

Eating problems is a problem in childhood disorders (Manikam & Perman 2000). Benjasuwantep 2009). These kinds of problems happen in the early years of life and include a set of behaviors which make the feeding process difficult. It also has an influence on the relationship between a mother and child so it may cause some worries for the mother (Maldonado & Helming & Moody & Milluff 2004). The problems of eating in children include the eating with negative attitude and pertinacity, eating slowly, getting angry and crying during the meal time (1990).

The human newborn, unlike the other mammals, is completely depended into the social relations for their survival and welfare (1985). The primary relationship between a mother and child may act as the basis of social interaction and the quality of behavior during eating may be the reflection of the mother-child interaction (1994). If the relationship between a mother and child is normal, the child declares his thirst and hunger to his mother and the mother would be satisfy to reply her child's need (1996 1996). Also the social interaction between a mother and child is important in shaping up an attachment between them (1972 cited in 2006 2009).

The mother-child engagement may affect the social growth of the child. It can be said that the social growth is the most important aspect of an individual's growth process. The social growth not only is effective in the compatibility with the people around the one but also will have an influence on the job success and social progress (Wiseman, Naziri translation 1990). The socialization and the ability of compatibility with others in an appropriate way are important in the all phases of life.

Self-regulation is a method to change the thoughts, emotions, tendencies and the act of

an individual also organization of one's daily life so the one can achieve higher goals (2004 cited in 2006). The main part of success to achieve the goals is determined by their skills in cognitive behavior and emotions (1998 cited in Siegert et al. 2004).

On the other hand, self-regulation engages the learner to guide his/her behavior to do the goals of self-regulation actively. It is depended on the emotional, cognitive, motivational and behavioral feedback to change the strategies. Generally, the self-regulation learners are the active learners who absorb the various process of self-regulation such as goal setting, self-observation and self-assessing through the assignment strategy and self-motivation (2004).

Among all the social factors which play a role in the child's evolution, family has a significant role. The relationship between the children and their parents can be known as a network of factors and the parts which interact with each other. Balbi believes that the experience of an intimate and persistent relationship between a mother and child is essential for child's mental health, and many of child's problem is due to the lack of mother's attention (2008 cited 2011).

Research shows that it can result in a negative way if the relationship between a

mother and child is not close enough. Therefore, the child may have a significant personality distress (Giddiness 1994). A baby does not have a social character at the birth but he or she will learn the social behavior from his or her contact with other people around and that is why adults have the responsibility for guide and lead the child (Ahadi 1999).

The results of different studies show that the behavior of mothers with their children is known as an important variable in the social growth of children (2001 1998). There are several factors in etiology of eating problems in children such as biological (2003 cited in 2003), social-cultural (2011), personality disorders (2006), ego (1993, 1993) and mothers' behavior (1978 , 2005). Therefore, the relationship between mother and child and an unhealthy care method has been accepted as a significant factor in the multi factor model (2005). There do some theories which try to have a better understand about the mental life, emotional development and the quality of disorders in children. The theories, which emphasis on the relationship of a mother and child, have a main part among them since these theories have found and present the elements which help to a better grasp of the emotions and problems of a child.

Nowadays, self-regulation has an important role not only in the excitement area but also in all areas about psychology. The training of self-regulation, as the motivational dynamic system, is for goal setting purposes. Also, the management of emotional response is a main factor to the stimulation system which is related to the cognitive process (2006). Therefore, the present study is looking for the answer of this question if the training of self-regulation for mothers has an effect on the eating problems and the social growth of children?

METHODOLOGY

The present research is an experimental study. The research project is pre-test, post-test with the control group. It includes all mothers went to Karaj health center and to the Pediatricians in Shohada hospital (from May 11, 2013 to July 12, 2013) in Karaj city. They were 132 people.

Shohada hospital and Karaj health center were chosen randomly among 5 therapeutic centers and 2 health centers. Then, the questionnaires were given to the mothers who came there, to seek remedy for their children's disability in social skills and eating problems. 30 mothers were picked randomly amongst 39 who had the rating above the section. Then, again randomly, they were divided into two groups (15 people control

group and 15 people experiment group). Then, after the pre-test the questionnaires about the eating problems and social growth (for children between 6 to 36 months) were given to the mothers.

After the pre-test, the experimental group was taught about self-regulation, which is a cognitive method to set the behavior between mother and child also making it meaningful, during the study. And, in regard to morality issues the control group was taught about it after finishing the study. The self-regulation training has been performed in six sessions, 90 minutes each, in the present study. The two groups were compared after the training process, to find out about the influence of self-regulation in mothers on the reduction of eating problems and social growth problems in their children.

RESULTS

The results from table 1 show that since a significant level of engagement between the independent group and pre-test group, including social growth, eating little food, a conflict for containment and parents' positive behavior, is more than $p=0.05$, so the calculated F is not significant statistically. Therefore, since there is no significant engagement, the homogeneity of regression slope assumption has been confirmed and data has verified the regression slope. So, the

homogeneity of regression slope assumption has not been denied.

After the relevant checking, since the linear relation and the homogeneity of covariance and variance matrix assumption, and the variances error equivalence, and the homogeneity of regression slope have not been denied, the researcher is allowed to use the multi variable covariance analysis.

The results of study about the average and the standard deviation of the levels of social growth, eating little food, refusing to eat, the conflict for containment and the positive behavior of parents has been reported in table 4-3 for both control and experimental group.

The modified average and standard deviation of the levels of social growth, eating little food, refusing to eat, the positive behavior of parents and The conflict for containment have been reported in table. 3.

The square of Eta is a portion of variance. It is 0.919 which shows the level of influence of teaching self-regulation to mothers on the levels of social growth and eating problems in children. The amount of the calculated effect is more than 0.14 (14%) which shows the high influence of teaching self-regulation of mothers. Therefore, training the self-regulation can remove the social growth and eating problems in children.

Based on the results from table.5 and to analysis the variables, including social growth, eating little food, refusing to eat, the positive behavior of parents and the conflict for containment, in both control and experimental group the bonferroni adjusted alpha 0.005 has been used. After the adjustment of pretest average of social growth, also based on the results from table.4.6. For the social growth variable, considering the calculated $F, \eta^2 = 0/583, p = 0/000, df(29/391)$, because the significant level is less than Bonferroni adjusted alpha (0.005). Therefore, the calculated F is significant statistically. So it can be said that the rates for social growth post-test in both experimental and control groups have a significant different. After the adjustment average pretest for eating little food, also considering the calculated $F^2 = 0/441, \eta^2 = 0/001, p = 0/001, df(16/561)$, since the significant level is less than Bonferroni adjusted alpha 0.005. Therefore, the calculated F is significant statistically. Therefore, it can be understood that there is a significant different in the rates post-test for eating little food in experimental group and control group.

After the adjustment average pretest for refusing to eat, also considering the calculated $F^2 = 0/492, \eta^2 = 0/000, p = 20/362$,

1,21)df(, since the significant level is less than Bonferroni adjusted alpha 0.005. Therefore, the calculated F is significant statistically. So, it can be claimed that there is a significant different in the rating of post-test refusing to eat between the experimental group and control group.

After the adjustment average pretest for refusing to eat, also considering the calculated $F^2=0/300^{\eta}=0/007$, $p=8/994$, 1,21)df(, since the significant level is less than Bonferroni adjusted alpha 0.005. Therefore, the calculated F is significant statistically. So, it can be claimed that there

is a significant different in the rating of post-test the conflict of containment between the experimental group and control group.

After the adjustment average pretest for refusing to eat, also considering the calculated $F^2=0/870^{\eta}=0/000$, $p=40/439$, 1,21)df(, since the significant level is less than Bonferroni adjusted alpha 0.005. Therefore, the calculated F is significant statistically. So, it can be suggested that there is a significant different in the rating of post-test the positive behavior of parents between the experimental group and control group.

Table.1: Assumption of homogeneity for the regression slope

The size effect of Eta	Significant level	F	The average of squares	Degree of freedom	The sum of squares	The source of changes
0/010	0/900	0/106	25/211 237/287	2 21	50/423 4983/027	The independent and pre-test group Social growth error
0/049	0/550	0/472	11/289 3/251	2 21	22/579 68/275	The independent and pre-test group Eating little food error
0/049	0/592	0/537	1/106 2/058	2 21	2/212 43/221	The independent and pre-test group The avoidance from eating error
0/018	0/829	0/189	0/690 3/647	2 21	1/381 76/597	The independent and pre-test group The conflict for containment error
0/235	0/060	3/225	3/703	2 21	7/406 24/112	The independent and pre-test group The positive behavior of parents error

Table.2: the ratings of pre-test and post-test standard deviation in experimental group and control group

Control group		Experimental group		variables
Standard deviation s	average $\bar{X}$	Standard deviation s	average $\bar{X}$	
19/885	58/87	21/705	59/33	Pre-testsocial growth
21/237	50/20	11/509	82/20	Post-testsocial growth
8/511	24/30	8/855	10/27	Pre-testeating little food
8/160	24/20	9/094	6/13	Post-testeatinglittle food
2/314	9/93	2/374	9/93	Pre-testrefuse to eat
2/070	9/00	1/751	6/27	Post-testrefuse to eat
2/503	10/47	2/282	11/07	Pre-testThe conflict for containment
2/924	10/47	1/521	8/80	Post-testThe conflict for containment
2/100	10/87	1/595	10/40	Pre-testpositive behavior of parents
2/145	10/80	1/685	7/78	Post-testpositive behavior of parents

Table 3: The modified average and standard deviation

Experimental group		Control group		variables
average $\bar{X}$	standard deviation	average $\bar{X}$	standard deviation	
4/164	82/316	4/136	50/715	social growth post-test
0/487	5/803	0/484	8/579	eating little food post-test
0/388	6/387	0/385	8/836	refusing to eat post-test
0/516	8/572	0/513	10/739	conflict for containment post-test
0/290	8/156	0/288	10/735	positive behavior post-test

Table 4: The level of effectiveness of Eta34 based on Lambada Wilkes 35 test for the combination variable (the effectiveness of self-regulation test)

The power of test	The amount of effect Eta	The significant level	df ₂	df ₁	F	Value	Variable
1/000	0/872	0/000	17	5	23/333	0/128	group

Table 5: The analysis of covariance results for variables including social growth and eating problems on the basis of trained group and control group

The power of test	The amount of effect Eta	The significant level	F	Average of squares	Freedom degree	The sum of squares	Source
1/000	0/583	0/000	29/391	6974/165 237/287	1 21	6974/165 4983/027	Social growth error
1/000	0/441	0/001	16/561	53/843 3/251	1 21	53/843 68/275	Eating little food error
1/000	0/492	0/000	20/362	41/907 0/058	1 21	41/907 43/221	Refusing to eat error
1/000	0/300	0/007	8/994	32/807 3/647	1 21	32/807 76/597	Conflict for containment error
1/000	0/658	0/000	40/439	46/431 1/148	1 21	46/431 24/112	Positive behavior of parents error

DISCUSSION AND CONCLUSION

Mothers' abnormality can have an effective role on the formation of mother-child relationship in the development of child's personality. Since a mother, who has a normal self-regulation, in comparison with others has a better mental health, sense of love and confidence, also feels peace and happiness in her relationship with the world.

She would be able to transfer her positive point of view, about herself, the world and others to her child. The child will make the pattern of her/his self and others with his or her interaction with the mother's figure, and in case the child feels he or she has a mother who is organized and has a healthy relationship, the child can go with a confidence and make some healthy

relationship with others. So, she or he will have a better social growth in comparison with the children without organized mother.

On the other hand, teaching self-regulation may cause a change in thoughts, emotions, trends and acts of an individual. It also can give the one organizing and meaning to achieve a higher goal. Therefore, these changes in mothers may cause to have a better relationship with their children and stay calm during the feeding process; also they may change their eating behavior with the new emotions and cognition. In etiology of eating problem of children, several factors have been discussed such as biological factor (2003 cited in Poorafkari 2003), Sociocultural (2011), personality disorders (2006), ego (1993, 1993) and mothers' behavior (1978, 2005). Considering all these factors, the relationship between a mother and child and an unhealthy behavior have been accepted as a significant factor in multi factors model of eating problem (2005).

In conclusion, we have reduced the eating problems in children and improved mothers' relationship with children, with teaching self-regulation considering an increase in cognition and emotion.

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