

The Effects of Mother Education Programs on the Functionality, Anger Management and Conflict Solution Levels of Families

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Abstract

Problem statement: Studies carried out in recent years both in Turkey and abroad indicate that child and teenage violence has increased and become widespread. Annually, 91.1% of deaths due to violence in the world occur in low and middle-income countries. Family life is an important element in understanding violent behavior as it relates to family and peers. Family as a system is effective in the development of the child. Thus, it is an important area of study for the decrease of violent behavior observed in children and teens. Mother education programs are one of the most effective response methods for children with behavioral problems.

Purpose of Study: The purpose of this study is to enhance family functionality levels for elementary school students displaying violent behavior and ensure that they have a more sufficient means of communication for anger management and conflict resolution issues via mother education programs. In this study, the effects of mother education programs on the functionality, anger management and conflict resolution levels have been analyzed.

Methods: An experimental design with pre-and post-test control groups was used in this study. The Family Assessment Scale, State-Trait Anger Scale, Tendency of Conflict Scale, and a personal information form were applied to the experimental and control groups as a pre-test. The research group was composed of 40 mothers of elementary school students in İzmir. They were divided into two equal groups. Tukey q analyses were carried out in order to investigate the source of the difference by variance analysis for repetitive measurements. In order to analyze the effect size of

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the analyses, which was specified as important during variance analysis for repetitive measurements, η^2 was used.

Results: This study investigated the sub-dimensions of the family assessment scale, which are problem solving, communication, roles, emotional response ability, and necessary assistance levels of parents. It was found that the group effect was significant for those participating in the study. Furthermore, the results of the group effect showed improvements in problem solving, communication, roles, emotional response ability, and necessary assistance levels of mother education program attendees. Whereas there were no difference in the pre-test results between the experimental and control groups, it was determined that the conflict tendency scales of those attending the mother education were significant.

Keywords: Mother education, family functions, anger management, conflict resolution

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Violence is a multi-dimensional problem that might have adverse effects both in the short and long run of an individual's life. In educational environments violence disrupts the general atmosphere of schools. Long-term effects have been observed in students who are subject to violence. Research has indicated that individuals who are subject to violence during their childhood display serious behavioral disorders in adulthood, and that these individuals display more anger and aggressiveness against their own children (Kaymak-Özmen, 2004).

Nowadays, it is a well-accepted that violence and violent behavior among students of all age levels exists and that its frequency is continuously increasing (McAdams, & Lambie, 2003). Even though crime and violence in schools are generally seen as big city problems, in reality, all schools may encounter this problem (Kenney & McNamara, 2003; Moriart & McDonald, 1991). In a comparative study regarding physical aggressiveness performed on teenagers between the ages of 11-15, the rate of taking part in a fight in the last 12 months was determined to be 37% in Finland, more than 60% in Scotland, Israel, Hungary and many other East European countries, and 49% in America and Canada (Pickett, Crag, & Harel, 2006). Physical aggressiveness in teens is a strong precursor for depression, quitting school, low work performance in the following years and serious-chronic behaviors directed to violence and crime (Martino, Ellickson, Klein, McCaffrey, & Edelen, 2008).

Many researchers have stressed the importance of positive and protective discipline and have the same opinions about the participation of parents in the education process at schools (Suagi & Horner, 2008). The World Health

Organization (2002) has determined that the elements that cause violent behavior in teenagers as individuals, family and relative related are social, political and cultural. Among the elements regarding family and relatives, the most important element for understanding violent behavior in teenagers is stated to be family life. Interfamily relationships and violent behavior are categorized under these headings. Factors which influence this behavior are unhealthy family functioning, lacking the ability to display effective parental behavior, inadequate relationships between parents and children, discipline methods based on physical punishment towards children, conflicts between parents during early childhood, young motherhood, experiencing parental divorce at a small age, weak family relations, and low socioeconomic status (Aken et al., 2007; Amodai, & Scott 2002; Bemek, & Keys, 2000; Bernstein et al., 1990; Davis et al. 1998; Krug et al., 2002; Thawabieh, & Al-rofo, 2010; Spriggs et al., 2009; Straus, Gelles, & Steinmetz, 2009; Stone, 2005). It has been determined that parental attitudes have an important effect on the externalizing behavior of both girls and boys, and that boys are more prone to insufficient anger management and hyperactivity. Whereas school relations are equally protective factors for girls and boys, family relations are typically more protective for girls than boys. There are similarities for genders while explaining behavioral disorders regarding family status, effects of relatives, free time activities and school related factors (Harachi et al., 2006). Parents play a determinant role in the identity construction process for children and adults (Aken et al. 2007; Berkovitz, 1965-1993; Çuhadaroğlu-Çetin et al., 2004; Kabasakal, 2001; Tamar, 2005).

Living with parents and having positive interfamily relations are regarded by many researchers as protective factors that prevent problematic behavior in children and adults (Berkovitz, 1993; Jessor et al. 1995; McCarthy, & Brack 1996). In addition, having effective communication, interpersonal conflict resolution and anger management skills have become a must for children to overcome violence constructively. Thus, it is easier for children with these skills to overcome the problems they may face at school, and in turn violence will decrease. Family plays a vital role in the acquisition of these skills by children. It is very difficult to decrease and prevent violence at schools without family support (Türnüklü, 2006).

Dahlberg and Potter (2001) have stated that the factors related to violent behavior in adolescence include factors related to the emotional link between parents and children, factors related to problematic behavior (tendency for crime, alcohol or substance use) of parents, and factors related to the general function of the family (communication, togetherness, conflicting approaches or violence within the family). Hence, the objective of this study is to enhance the functionality levels within the families of elementary education students who display violent behavior and to ensure that they have better communication regarding anger management and conflict resolution. To this end, the effects of the mother education program on family functionality, anger management and conflict resolution levels have been analyzed (Dahlberg & Potter, 2001).

Method

Research Design

This is an experimental study with the objective of determining the effect of mother education program on families, family functionality levels, anger management skills and conflict tendencies. In this study an experimental design with pre- and post-test control groups has been used (Cohen, Manion, & Morrison, 2007). The independent variable of the study is the mother education program, while the dependent variables are family functionality levels, anger management skills and the tendency for conflict. A mother education program consisting of ten 90-minute sessions including communication, anger and conflict topics was offered to the experimental group. During the education, methods such as process discussion, edification, homework, experience practices, etc. were used. No work was carried out with the control group. After the mother education program was completed, the aforementioned tests were re-administered to the experimental and control groups as final tests.

Research Participants

The research group was composed of mothers of students from an elementary school in İzmir. The students attending the school were from a low socioeconomic level and the area is one in which violence is frequent. Forty participants took part in the research group. The research participants consisted of the mothers of children who had received either verbal or written warnings from the school management (school principal, vice-principal) due to violent behavior in the school or who were directed to the school guidance teacher to receive guidance about such behaviors. The experimental group of the study consisted of 20 mothers who volunteered to attend the education program. The control group consisted of the remaining 20 mothers. Of the participants, 60% were between the ages of 31-40, 89% were married, 75% were primary school graduates, 82.5% were housewives and 50% had two while 26% had three children.

Measurement Tools Used

Family Evaluation Scale: The Family Evaluation Scale was developed by Brown University in Providence, Rhode Island, U.S. and Butler Hospital within the framework of the Family Research Program. The McMaster Family Functioning Model was used as a resource during the development of this scale. This scale can determine the structural and organizational features of the family and can distinguish if the interaction between family members is healthy or not (Bulut, 1990). The scale consists of 60 articles in total and has seven sub-scales. The points received from the scale rank from 1 and 4. Scores closer to one signify that family functions are healthy, whereas the higher the score, the worse the family functions are. Epstein and Bishop carried out the validity study of the scale in 1983. Internal consistency varied between .72 and .92 in six dimensions (Bulut, 1990). For reliability, it was given twice to a group of 45 with a break of 15 days. Correlations of the sub tests were between .66 and .76 (Bulut, 1990).

State-Trait Anger Expression Scale: This is a 44-item scale composed of three parts, State Anger (10 items), Trait Anger (10 items), Anger Expression Scale (24 items). The Anger Expression Scale is further divided into Anger In (8 items), Anger Out (8 items), and Anger Control (8 items) (Öner, 1997). The reliability study of the scale was first carried out by Spielberger et al. The item-total score correlations and Cronbach alpha coefficients were calculated. Item remainder values were determined to be between .14 and .56; whereas alpha values were determined to be between .73 and .84 (Savaşır and Şahin, 1997). The correlations of the State-Trait Anger and Anger Expression scales with The State-Trait Anxiety, Depression Adjective Check List and Anger Inventory were checked and the obtained correlations were determined to be statistically significant at levels of .01 and .001 (Öner, 1997).

Conflict Tendency Scale: This is a 53-item scale used to measure the conflict tendencies of students. The scale was developed based on the “communication conflict model” of Harary and Battel and according to a “summated rating method”. Twenty-one items in the scale are positive and 32 items are negative judgments. The test items of the scale have been prepared so as to reflect the eight basic conflict types (active conflict, passive conflict, existence conflict, total denial, prejudiced conflict, density conflict, active prejudiced conflict, and passive total denial). Items other than these belong to the conflict types of “humanistic approach” and “personal characteristics.” The scale was applied twice with a 14-day interval to 102 students from the Ankara University Educational Sciences faculty in order to determine the reliability level of the scale and the stability coefficient was calculated as .89 by using the Pearson Product-Moment correlation method. The correlations calculated during the reliability study process were determined to be between .64 and .88 (Dökmen, 2003).

Personal Information Form: The personal information form was prepared for this study by the researcher. It contains information such as the economic status of the families, number of children, education level, job, etc.

Data Analysis

SPSS 17 software was used to analyze the research data. Prior to analysis, possible erroneous codings and empty values were analyzed by frequency tables. It was determined that erroneous coding was not a problem, and that the empty values did not exceed 5% for each mesh (Tabachnick ve Fidell, 2007a). During the study, Tukey q analyses were made in order to determine the source of the difference for repeated measurements for testing the hypotheses created to analyze the differences between the experimental and the control groups. Normal distribution and homogeneity of variance, which are hypothetical criteria that Tabachnick and Fidell (2007b) suggested for the variance analysis of repeated measurements, were met for all analyses. In addition, η^2 was used to analyze the effect sizes of the analyses that were determined to be important in variance analysis. However, average points and standard deviation values of mothers in the experimental and control groups were tabulated using descriptive statistical method prior to all analyses.

Results

The descriptive statistics results regarding the functionality levels of the experimental group, which was composed of parents who attended the mother education program, and the control group, which was composed of mothers who did not attend, are given below.

Table 1

Descriptive Statistics Results for Mothers in the Work Group

Dimensions	Control				Expriment			
	Pre-test		Post-test		Pre-test		Post-test	
	M	SD	M	SD	M	SD	M	SD
Problem solving	2.53	.42	2.51	.57	2.46	.54	1.74	.46
Communication	2.57	.40	2.57	.39	2.57	.35	2.42	.50
Roles	2.49	.39	2.47	.29	2.39	.54	2.69	.58
Emotional res. ab.	2.28	.65	2.43	.53	2.48	.61	2.73	.54
Affective involvement	2.51	.54	3.05	.39	2.35	.54	3.05	.39
Behaviour control	2.17	.45	2.69	.33	2.32	.43	2.96	.31
General function	2.34	.40	2.45	.30	2.27	.54	2.51	.36
Anger-in	17.75	3.41	17.80	3.39	17.75	3.41	13.25	3.39
Anger-out	19.15	2.35	19.15	2.35	21.35	3.38	14.70	3.25
Anger control	20.15	4.30	20.05	4.20	20.35	3.04	23.30	5.97
Interpersonel conflict	159.80	13.14	159.40	13.14	160.30	10.81	153.05	9.62

Differences were observed between the average scores of mothers in the experimental and control groups. In order to determine if the differences between the average scores observed to be in favor of the experimental group, measurements were analysed by using two factor variance analyses and the results have been given below.

Table 2

ANOVA Results for the Repeated Measurements of the Pre-Test Post-Test Scores in Family Evaluation Sub-Domains

Dimensions	Source of variance	Sum of squares	df	Mean square	F	p	η^2
Problem solving	Between groups						
	Groups (Experimental/Control)	3.49	1	3.49	12.62	.001*	.25
	Error	10.52	38	.28			
	Between groups						
	Evaluation (Pre-test - post-test)	2.71	1	2.71	21.15	.000*	.36
	Group*evaluation	2.40	1	2.40	18.76	.000*	.33
Communication	Error	4.81	38	.13			
	Between groups						
	Groups (Experimental/Control)	.12	1	.12	.52	.486	
	Error	8.81	38	.23			
	Between groups						
	Evaluation (Pre-test - post-test)	.09	1	.09	1.04	.312	
Roles	Group*evaluation	.10	1	.10	1.22	.284	
	Error	3.24	38	.09			
	Between groups						
	Groups (Experimental/Control)	.09	1	.09	.61	.441	
	Error	5.45	38	.14			
	Between groups						
Evaluation (Pre-test - post-test)	.41	1	.41	1.59	.214		
Roles	Group*evaluation	.52	1	.52	2.02	.163	
	Error	9.78	38	.26			

Table 2 continue

<i>Dimensions</i>	<i>Source of variance</i>	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>p</i>	<i>η²</i>
Emotional res. abil.	Between groups						
	Groups (Experimental/Control)	1.21	1	1.21	4.49	.041*	.11
	Error	10.22	38	.27			
	Between groups						
	Evaluation (Pre-test – post-test)	.83	1	.83	2.18	.148	
	Group*evaluation Error	.06 14.51	1 38	.06 .382	.15	.697	
Behaviour control	Between groups						
	Groups (Experimental/Control)	.72	1	.72	6.04	.019*	.14
	Error	4.51	38	.12			
	Between groups						
	Evaluation (Pre-test – post-test)	2.40	1	2.40	8.93	.005*	.19
	Group*evaluation Error	2.60 10.21	1 38	2.60 .27	9.68	.004*	.20
General functions	Between groups						
	Groups (Experimental/Control)	.80	1	.80	8.22	.007*	.18
	Error	3.70	38	.10			
	Between groups						
	Evaluation (Pre-test – post-test)	6.68	1	6.68	34.94	.000*	.48
	Group*evaluation Error	.08 7.26	1 38	.08 .19	.39	.536	

It was observed that the group effect was statistically significant ($F_{1-38} = 12.62$) as a result of the analysis made for the problem solving levels, a sub-dimension of the family evaluation scale, for parents who attended the mother education program. When the average scores of the participants in the experimental and control groups were analyzed without any group distinction, there was a statistically significant difference. Other results showed that the effect differences between measurements of pre-test and post-test were significant ($F_{1-38} = 21.15$) as well as the difference between group and measurement ($F_{1-38} = 18.76$). It was determined that the effect size difference regarding group and measurement was high ($\eta^2 = .33$).

The pre- and post-test Tukey q value of the experimental and control groups (9.00, $\alpha = .05$, $r = 2$ and critical value of 2.86 for $df = 38$) was effective in increasing the problem solving skills of the education program subjects. Analysis carried out for the communication levels ($F_{1-38} = 1.04$), roles ($F_{1-38} = 1.59$), and emotional response ability ($F_{1-38} = 2.18$) showed no statistically significant differences between the participants in the experimental and control groups when analyzed without any group distinction. Another finding showed that the effect between measurements for pre-test and post-test was statistically significant for behavioral control ($F_{1-38} = 8.93$). When checked for supplying the necessary concern levels regarding if the participants were manipulated by education or not, it was observed that the difference between the group and measurement was statistically significant ($F_{1-38} = 9.68$). It was determined that the effect size of the difference regarding group and measurement was low ($\eta^2 = .20$).

By using the Tukey q value for the pre-test post-test of the experimental and control groups (3.70, $\alpha = .05$, $r = 2$ and critical value for $df = 38$ is 2.86), it was determined that the education program was effective in increasing the levels of supplying the necessary concern of participants. As a result of the analysis carried out for the general functions levels, which is a sub-dimension of the family evaluation scale, the group effect was statistically significant ($F_{1-38} = 8.22$). Another finding showed that the effect between general functions for pre-test and post-test was statistically significant ($F_{1-38} = 34.94$). When the behavior control levels of the participants were checked for manipulation by education, it was observed that the difference between the group and measurement was statistically significant ($F_{1-38} = .39$). General function levels, a sub-dimension of the family evaluation scale, showed that the group effect was not statistically significant ($F_{1-38} = .01$). Another finding showed that the effect between measurements for general functions pre- and post-test was not statistically significant ($F_{1-38} = 3.54$). When it is checked if the general function levels of the participants were manipulated by education it was observed that the difference between the group and measurement was not statistically significant ($F_{1-38} = .44$).

Table 3

ANOVA Results for the Repeated Measurements of the Pre-Test Post-Test Scores in Anger Sub-Domains

<i>Dimensions</i>	<i>Source of variance</i>	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>p</i>	<i>η²</i>
Anger-in	Between groups						
	Groups (Experimental/Control)	105.80	1	105.80	6.10	.018*	.14
	Error	659.40	38	17.35			
	Between groups						
	Evaluation (Pre-test - post-test)	101.25	1	101.25	16.27	.000*	.30
	Group*evaluation	101.25	1	101.25	16.27	.000*	.30
Anger-out	Error	236.50	38	6.22			
	Between groups						
	Groups (Experimental/Control)	25.31	1	25.31	2.40	.130	.06
	Error	401.58	38	10.57			
	Between groups						
	Evaluation (Pre-test - post-test)	193.45	1	54.25	36.56	.000*	.37
Anger control	Group*evaluation	221.11	1	221.11	37.46	.000*	.50
	Error	224.28	38	5.90			
	Between groups						
	Groups (Experimental/Control)	59.51	1	59.51	2.00	.165	.05
	Error	1130.88	38	29.76			
	Between groups						
Evaluation (Pre-test - post-test)	40.61	1	40.61	3.81	.058	.09	
Group*evaluation	46.51	1	46.51	4.36	.004*	.10	
Error	405.38	38	10.67				

The analysis of anger levels of the participants' parents showed that the group effect was statistically significant ($F_{1-38} = 6.10$). Findings showed that the effect between measurements for pre-test and post-test were statistically significant ($F_{1-38} = 16.27$). When the anger levels were checked for possible education manipulation, it was observed that the difference between the group and measurement was statistically significant ($F_{1-38} = 16.27$). It was determined that the effect size of the difference regarding group and measurement was moderate ($\eta^2 = .30$). By using the Tukey q value for pre- and post-tests of the experimental and control groups (8.07, $\alpha = .05$, $r = 2$ and critical value for $df = 38$ is 2.86), it was found that the education program was effective in decreasing the anger levels of the experimental subjects. The anger out levels of the participants' parents showed that the group effect was not statistically significant ($F_{1-38} = 2.40$). Additionally, the effect between measurements for pre- and post-tests were statistically significant ($F_{1-38} = 36.57$).

When checked to see if the teacher preferred the social behavior of the participants and if they were potentially manipulated by education, it was observed that the difference between the group and measurement was statistically significant ($F_{1-38} = 37.46$). The effect size of the difference regarding group and measurement was high ($\eta^2 = .50$). By using the Tukey q value for pre- and post-tests of experimental and control groups (12.24, $\alpha = .05$, $r = 2$ and critical value for $df = 38$ is 2.86), the education program was found to be effective in decreasing the anger levels of the experimental subjects. Anger control levels of the participants' parents showed that the group effect was not statistically significant ($F_{1-38} = 2.00$). According to this result, there is no statistically significant difference between the participants in the experimental and control groups when analyzed without any group difference. Another finding showed that the effect between measurements for anger control pre-test and post-test was not statistically significant ($F_{1-38} = 3.81$). When checked to determine whether or not the anger control levels of the participants had been manipulated by education, it was observed that the difference between the group and measurement was statistically significant ($F_{1-38} = 4.36$). It was found that the effect size of the difference regarding group and measurement was low ($\eta^2 = .10$). By using the Tukey q value for pre- and post-tests of experimental and control groups (4.04, $\alpha = .05$, $r = 2$ and critical value for $df = 38$ is 2.86), the education program was effective in decreasing the anger control levels of the experimental subjects.

Table 4

ANOVA Results for the Repeated Measurements of the Pre-Test Post-Test Scores in Anger Tendency

<i>Dimensions</i>	<i>Source of variance</i>	<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>p</i>	<i>η^2</i>
Interpersonel conflict	Between groups						
	Groups	171.11	1	171.11	.76	.388	.02
	(Experimental/Control)						
	Error	8538.88	38	224.71			
	Between groups						
	Evaluation	292.61	1	292.61	5.58	.023*	.13
(Pre-test - post-test)							
Group*evaluation	234.61	1	234.61	4.48	.004*	.11	
Error	1992.28	38	52.43				

As a result of the analysis carried out for the anger tendency levels of the participants' parents, it was determined that the group effect was not statistically significant ($F_{1-38} = .76$). Findings showed that the effect between measurements for pre-test and post-test was statistically significant ($F_{1-38} = 5.58$). When checked to see if the anger tendency levels of the participants were manipulated by education or not, it was observed that the difference between the group and measurement was statistically significant ($F_{1-38} = 4.48$). It was found that the effect size of the difference regarding group and measurement was low ($\eta^2 = .11$). By using the Tukey q value for the pre- and post-tests of experimental and control groups (4.48, $\alpha = .05$, $r = 2$ and critical value for $df = 38$ is 2.86), the education program was found to be effective in decreasing the anger tendency levels of the education program experimental subjects.

Discussion and Conclusions

Family functionality levels of those with children exhibiting violent behavior were not found to be healthy in terms of seven basic functions: problem solving, communication, roles, emotional response ability, supplying the necessary concern, behavior control and general functions. As a result of the analyses of mothers who attended the mother education to study the problem solving, communication, roles, emotional response ability levels, which are sub-dimensions of the family evaluation scale, it was determined that group effect was statistically significant and that group effect has a statistically significant effect on increasing problem solving, communication, roles, emotional response ability, and showing the necessary concern.

When a literature survey is conducted, it is seen that researchers have found the family functionality levels, factors related with the family and factors related with children and teenagers including violence are linked to problematic behaviors (Anar, 1990; Avci, 2006; Amodai, & Scott 2002; Bemek, & Keys, 2000; Çetin, 2003; Fridman, 1990; Gagne et al., 2007; Hemphill, & Littlefield, 2006; Kabasakal, 2001; Straus, Gelles, & Steinmetz, 2009; Thawabieh, & Al-rofo, 2010; Spriggs et al., 2009; Stone, 2005). Families of teenagers who are abused or who are abused by their peers were compared with families of teenagers who were not involved in such issues in terms of family functionality levels, parental attitude and problem solving strategies. Teenagers who abuse and bully their friends have reported less intimacy and communication and more family conflicts in comparison to peers in other groups. When parental attitudes were compared, teenagers who do not have an abusive relationship with their peers reported that their parents gave less punishment and that they had a more intimate relationship with their parents, (Gorman-Smith, Tolan, Zelli, & Huesmann, 1996; Stevens, De Bourdeudhuij, & Oost, 2002) have studied the family relations of teenagers from a low socio-economical background and who display criminal behavior both including and not including violence.

The results show differences between family relations and parental attitudes for teenagers who commit crimes that involve violence and those who commit crimes that do not involve violence. Accordingly, it has been observed that there is less discipline, less intimacy and less commitment between male teenagers who commit crimes involving violence and their mothers when compared with those in the other two groups. As a result of a study carried out on 1,478 teenagers between the ages of 12-20, significant connections were determined between violent and anti-social behavior of teenagers and the families low control level along with insufficient parent child relations (Malete, 2007). Some research underlines the connection of teenagers with adjustment problems (Kabasakal, 2001), behavior problems in children (Harmanlı, 2005) and violent behavior in teenagers (Avci, 2006) with family functionality levels. It has been observed that the problem solving, communication, roles, emotional response ability, and necessary assistance functions were insufficient for the parents of children without adequate social skill levels (Çuhadaroglu-Çetin et al., 2004). The results of this study are also in accordance with related literature that shows that the families of students that display violent behavior have inadequate family functions.

When a literature survey is conducted, it is seen that one of the most important precursors of violent behavior in students is the anger management skills within the family. As a result of studies carried out related with the criminal behavior of teenagers, the importance of the relationships and power relations within the family was stressed. In these studies a relationship was observed between criminal behavior and the teenager not having a close, forgiving and warm relationship with his/her parents along with having high levels of conflicts and anger among themselves (Gorman-Smith, Tolan, Zelli, & Huesmann, 1996). As a result of studies carried out on teenagers who bully their peers at school, it was determined that their parents were less close to them and that they used anger statements more often than their non-violent counterparts. Hankins and Hankins (1988) suggest that the behaviors of

children when angry are learned from others. This is based on the fact that violent behavior changes from person to person since it is related to learning (cited in Yavuzer, 1994). Accordingly, it is seen that the physically violent behavior of children is closely related to the uncontrolled anger of parents against their children. In their study, Rodriguez and Green (1997) emphasize the importance of anger expression methods of children in their violent behavior. The limited self-control, harsh discipline or high anger levels of families are high risk factors (cited in Avci, 2006). In observational studies carried out in the homes of children with behavior problems, it was determined that the families of these children used more anger statements in comparison to the families of non-violent children (Friedman, Kaplan, & Sadock, 1975).

In the present study, as a result of the analysis carried out for the conflict tendency levels of parents who attended the mother education, the group effect is statistically significant. Whereas no decrease was observed in the conflict tendencies of the control group, a statistical significance was determined in the conflict tendencies of the experimental group. According to this result, the education that the experimental group underwent was effective in decreasing conflict tendency, or in other words, the experiment is an effective method in decreasing the conflict tendencies of the participants. Ary, Duncan, Duncan, & Hops (1999) indicated that parent-teenager warmth is low in families with high conflict levels. Based on measurements obtained one year later, a relationship was determined between a family environment where warmth is low and conflicts are high with the controlling behavior of parents. When family conflicts are taken into consideration, it is apparent that they have short and long lasting effects on the individual. In a study carried out in France on 246 people regarding psychological parent violence, other family problems and the adaptation of children, comparisons were made in terms of psychological violence exposure between children whose parents are divorced and children whose parents are together. It was concluded that children whose parents are living together and who are subject to continuous conflicts are more prone to psychological violence (Gagne, Drapeau, Melancon, & Saint-Jacques, 2007).

In summary, families of children who display violent behavior have insufficient family functionalities and anger management skills. It can also be determined from the high pre-test scores that the conflict tendency of these families are high. The fact that families have such traits may have a negative effect on the social and emotional lives of the teenager. There is an increase in the family functionality levels along with their anger management skills for parents who attended the mother education program (experimental group). In addition, there is a decrease in the conflict tendencies of these families. It can be said that the mother education program had a positive impact on the participants. When the results of the study are taken into account, it is seen that actions regarding families play a definitive role in decreasing violence in education institutions. It would be helpful to carry out the mother education group with more groups and sessions. In order to lead further studies, it is considered to be of high importance to carry out a monitoring study in order to increase our knowledge about the permanency of the gains regarding the experimental group.

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Anne Eğitim Programının Ailelerin İşlevsellik, Öfke Yönetimi ve Çatışma Çözme Düzeylerine Etkisi

Atf:

- Kabasakal, Z. (2013). The effects of mother education programs on the functionality, anger management and conflict solution levels of families. *Eğitim Araştırmaları- Eurasian Journal of Educational Research*, 52, 1-20.

(Özet)

Problem Durumu:

Son yıllarda ülkemizde ve yurt dışında yapılan çalışmalar çocuk ve ergenlerde şiddet olaylarının arttığını ve yaygınlaştığı göstermektedir. Şiddet olayları sonucunda her yıl 1,6 milyon insan hayatını kaybetmektedir. Dünya Sağlık Örgütü'nün raporuna göre ergenlerde şiddet davranışına yol açan etkenleri bireysel, aile ve akranlarla ilişkili, sosyal, politik ve kültürel etkenler olmak üzere üç temel başlık altında toplanmıştır. Ergenlerde şiddet davranışını anlamada en önemli unsurun aile yaşantısı olduğu belirtilmektedir. Aile birçok araştırmacı tarafından çocuklarda ve gençlerde karşılaşılan uyum sorunları ile bağlantılı olarak koruyucu ve risk faktörleri arasında sayılmıştır. Bireyin ruh sağlığı üzerine ailenin etkisi konusunda araştırmacılar aile işlevlerinde aile içi etkileşime, karşılıklı saygı ve işbirliğine büyük önem vermektedir. Aile bir sistem olarak çocuğun gelişimi üzerinde etkili olmaktadır. Bu nedenle çocuk ve ergenlerde şiddet davranışının azaltılmasında aile önemli çalışma alanlarından biridir. Davranış problemi yaşayan çocuklar için en etkili müdahale yöntemlerinden biri aile eğitim programlarıdır.

Araştırmanın Amacı:

Bu araştırmanın amacı anne eğitim programı ile şiddet davranışları bulunan ilköğretim öğrencilerinin ailelerinde aile işlevsellik düzeylerini iyileştirmek, öfke yönetimi ve çatışma çözümünde daha yeterli iletişim yapılarına sahip olmalarını

sağlamaktır. Araştırma da bu amaç doğrultusunda düzenlenen anne eğitim programının ailelerinin işlevsellik, öfke yönetimi ve çatışma çözme düzeylerine olan etkileri incelenmiştir.

Araştırmanın Yöntemi:

Bu araştırma da tam deneysel desenin kontrol gruplu öntest sontest deseni araştırma da model olarak kullanılmıştır. Araştırmanın bağımsız değişkeni anne eğitim programı, bağımlı değişkenleri ise aile işlevsellik düzeyleri, öfke yönetim becerileri ve çatışmaya girme eğilimleridir. Araştırma sürecinde deney ve kontrol grubuna ön test olarak Aile Değerlendirme Ölçeği, Sürekli Öfke-Öfke Tarz Ölçeği, Çatışma Eğilimi Ölçeği, Kişisel Bilgi Formu uygulanmıştır. Araştırma grubu İzmir'deki MEB bağlı alt SED düzeydeki çocukların devam ettiği ve şiddet olaylarının yaygın görüldüğü bir ilköğretim okulunun annelerden oluşturulmuştur. Araştırma grubunda 40 katılımcı bulunmaktadır. Araştırmanın katılımcıları, okul içerisinde şiddet davranışları (Fiziksel ve ilişkisel şiddet) nedeniyle okul idaresi (okul müdürü, müdür yardımcısı) tarafından sözlü - yazılı olarak uyarılmış ya da bu davranışları nedeniyle okul rehber öğretmeninden yardım almak üzere yönlendirilmiş öğrencilerin annelerden çalışmaya katılmaya istekli olanlarından oluşturulmuştur. Araştırmanın deney grubun eğitim grubuna gönüllü katılmak isteyen 20 annedir. Kontrol grubu da kalan 20 anneden oluşturulmuştur. Deney grubuna 90'ar dakikalık 10 oturumdan oluşan, iletişim öfke çatışma konu başlıklarını içeren anne eğitim grup uygulaması gerçekleştirilmiştir. Eğitim sürecinde tartışma, bilgi verme, ev ödevi, yaşantı alıştırmaları vb. tekniklerden yararlanılmıştır. Kontrol grubu ile herhangi bir çalışma yapılmamıştır. Anne eğitim programının tamamlanmasından sonra son test olarak, deney ve kontrol grubuna adı geçen testler tekrar verilmiştir.

Araştırma verisinin analizinde SPSS 17 programı kullanılmıştır. Araştırmanın deney ve kontrol grubu arasındaki farkları incelemek amacıyla oluşturulan denencelerini test etmek için tekrarlı ölçümler için varyans analiziyle farkın kaynağını incelemek amacıyla Tukey q analizleri yapılmıştır. Tekrarlı ölçümler için varyans analizinde önemli olarak belirlenen analizlerin etki büyüklüklerini incelemeye η^2 kullanılmıştır.

Araştırmanın Bulguları:

Araştırmanın sonuçlarına bakıldığında, çocuklarında şiddet davranışları görülen ailelerin aile işlevsellik düzeyleri; problem çözme, iletişim, roller, duygusal tepki verebilme, gereken ilgiyi gösterebilme, davranış kontrolü ve genel işlevler olmak üzere yedi temel boyutta da sağlıklı bulunmamıştır. Araştırmada anne eğitimine katılan ebeveynlerin aile değerlendirme ölçeğinin alt boyutu olan problem çözme, iletişim, roller, duygusal tepki verebilme, gereken ilgiyi gösterebilme, düzeylerinin incelenmesi için yapılan analiz sonucunda grup etkisinin anlamlı olduğu Anne eğitim programının katılımcıların problem çözme, iletişim, roller, duygusal tepki verebilme, gereken ilgiyi gösterebilme, düzeylerini artırmada grup etkisinin anlamlı düzeyde etkili olduğu görülmektedir.

Araştırma grubunun öfke içte düzeyleri yüksek bulunmuştur. Ön test sonuçlarında deney ve kontrol grubundaki katılımcıları arasında fark yokken, anne eğitimine katılan ebeveynlerin öfke içte düzeyleri için yapılan analiz sonucunda grup etkisinin

anlamalı olduđu gör÷lmektedir. Anne eğitim grubuna katılan ebeveynlerin öfke içte düzeylerinde anlamalı oranda düşme gör÷lmüştür. Öfke içte düzeyini deđiştirmede gözlenen varyansın %30'unun deneysel koşullarla açıklanabileceđi bulunmuştur. Aynı grubun öfke dışta boyutu için veriler deđerlendirildiđinde, deney grubuna verilen eğitim uygulamalarının katılımcıların öfke dışta düzeylerini azaltmada etkili olduđu veya başka bir ifadeyle deneyin katılımcıların öfke dışta düzeylerini manipüle etmede etkili bir yöntem olduđu söylenebilir. Anne eğitim programına katılanların öfke yönetim becerilerini olumlu yönde geliştirdikleri ifade edilebilir.

Araştırmada anne eğitimine katılan ebeveynlerin çatışma eğilimi düzeyleri için yapılan analiz sonucunda grup etkisinin anlamalı olduđu gör÷lmektedir. Kontrol grubunun çatışma eğilimlerinde bir düşme gözlemlenmezken deney grubunun ise çatışma eğilimlerinin anlamalı düzeyde azaldığı gör÷lmüştür. Bu sonuca göre deney grubuna verilen eğitim uygulamalarının katılımcıların çatışma eğilimi azaltmada etkili olduđu veya başka bir deyişle deney katılımcılarının çatışma eğilimi manipüle etmede etkili bir yöntem olduđu söylenebilir.

Araştırmanın Sonuçları ve Öneriler:

Anne eğitim programı uygulamalarının katılımcılar için olumlu yönde deđişiklikler oluşturduđu söylenebilir. Araştırmanın sonuçları göz önünde bulundurulduğunda, eğitim ortamlarında şiddetin azaltılması için aileye yönelik çalışmalar belirleyici bir role sahip gör÷lmektedir. Anne eğitim grubunun daha çok grupta, daha fazla oturum ile gerçekleştirilmesi yararlı olacaktır. Deney grubuna yönelik kazanımların kalıcılığı konusunda bilgi sahibi olabilmek için bir izleme çalışmasının yapılması gelecek çalışmalara yol göstermesi boyutunda önemli gör÷lmektedir.

Anahtar Kelimeler: Anne eğitimi, aile işlevleri, öfke yönetimi, çatışma çözme