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The Effectiveness of Parenting Training Based on the Lynn Clark Model in Resilience, Sense of Sufficiency, and Happiness in Mothers with Children With Attention-Deficit/Hyperactivity Disorder

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Abstract

Abstract

Mothers with children with attention-deficit/hyperactivity disorder (ADHD) experience difficult situations and need to learn skills and abilities that improve their resilience, sufficiency and happiness. The present study investigated the effectiveness of parenting training based on the Lynn Clark model in resilience, sense of sufficiency and happiness in mothers with children with ADHD. This research was a quasi -experimental study with a pretest-posttest and follow-up design with a control group. The statistical population included all mothers with children with ADHD who were referred to counseling centers and treatment clinics in Diwandareh in 2022. From among them, 30 mothers who had a child with ADHD according to the diagnosis of a psychiatrist and clinical psychologist were selected and were randomly divided into the experimental (n = 15) and control groups (n = 15). The instruments included the General Self-Efficacy Questionnaire (GSE) (Sherer et al. 1982), Oxford Happiness Questionnaire (OHI) (Argyle et al., 1989) and Connor-Davidson Resilience Scale (CD-RISC) (Connor and Davidson, 2003). The data were analyzed using a statistical test of analysis of variance with repeated measurement using SPSS software (version 26). The findings showed that parenting training based on the Lynn Clark model had a significantly increased ($p < 0.01$) resilience, sense of sufficiency, and happiness in mothers with children with ADHD. Moreover, the follow-up results showed that this effect was sustained over time ($p < 0.01$). It seems that Lynn Clark's method, based on behavioral and cognitive logic in parent-child relationships, showed a suitable method and solution to face the challenges and issues of parenting.

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Introduction

Families who have a child with a disorder suffer from many problems and look for different ways to solve them. One of these disorders is attention-deficit/hyperactivity disorder, which is characterized by symptoms of inattention, impulsivity, and hyperactivity, which lead to inappropriate performance experiences in several situations (Haqtalab et al., 2021). Mothers of children with ADHD need to gain a sense of sufficiency more than anything else. The sense of sufficiency is one of the most important components of achieving success and satisfaction (Bandura et al., 2001). A low sense of sufficiency makes people have pessimistic thoughts about their abilities and avoid situations that exceed them. Due to the increase in crisis, unpleasant thoughts, and feelings, these mothers' resilience decreases drastically; they experience a large amount of mental exhaustion. In addition to resilience, these mothers need a sense of happiness to improve mental health and increase life satisfaction. Happiness is a function of the degree or extent to which a person judges the overall desirability of his life. Happiness means how much a person loves his life, which has at least two emotional and cognitive aspects (Carr, 2007).

Parenting styles are one of the most important topics which examine the effects of parents on human growth and development (Javadi-Sarikhn-Baglo & Bostanipour, 2022). Among parenting models, Lynn Clark's model plays a prominent role in reducing tensions in the family due to its emphasis on conversation skills, conflict management, and parent empowerment (Gharibi et al., 2018; Morgan et al., 2017). In this regard, three hypotheses were examined:

1. Parenting training based on Lynn Clark's model has a positive effect on the resilience of mothers with children with attention-deficit/hyperactivity disorder.
2. Parenting training based on Lynn Clark's model has a positive effect on the sense ofsufficiency of mothers with children with attention-deficit/hyperactivity disorder.
3. Parenting training based on Lynn Clark's model has a positive effect on the happiness of mothers with children with attention-deficit/hyperactivity disorder.

Methodology

This research study was semi-experimental with a pretest-posttest design and follow-up with a control group. The statistical population included all mothers with children with attention-deficit/hyperactivity disorder who were referred to counseling and treatment centers in Divandare in 2023. Thirty mothers with a child suffering from attention-deficit/hyperactivity disorder according to the diagnosis of a psychiatrist and clinical psychologist were selected. They were randomly assigned into two experimental and control groups (15 mothers in each group). Then, pretests of resilience, sense of sufficiency, and happiness were taken from both groups. Then, the experimental group participated in eight 90-minute sessions of parenting training programs based on the Clark model (2005). However, the mothers of the control group did not participate in a special training program. At the end of the intervention, a posttest was administered to the mothers of both groups, and a follow-up was also considered for one month after the posttest. The instruments in this research study included the General Self-Efficacy Questionnaire (Sherer et al. 1982), the Resilience Scale (Connor & Davidson, 2003), and the Oxford Happiness Questionnaire (Argyle et al. 1989).

Results

Table 1 presents the descriptive statistics of resilience, sense of sufficiency, and happiness of participants in the experimental and control groups.

Table 1. Descriptive statistics of resilience, sense of sufficiency, and happiness of participants in the experimental and control groups

Variable	Group	Test	Mean	Std. Deviation	Min.	Max.
Resilience	Experimental	Pretest	24.60	5.96	15	35
		Posttest	37.40	6.35	28	37
		Follow-up	36.26	6.38	26	36
	Control	Pretest	23.86	5.09	18	35
		Posttest	25.40	5.13	19	36
		Follow-up	24.46	4.88	19	35
Self-sufficiency	Experimental	Pretest	28.13	4.30	22	36
		Posttest	53.26	18.03	25	75
		Follow-up	51.40	16.73	24	73
	Control	Pretest	29.73	4.81	22	36
		Posttest	30.20	3.91	26	38
		Follow-up	29.60	3.37	26	36
Happiness	Experimental	Pretest	23.80	4.06	18	31
		Posttest	47.66	7.88	32	62
		Follow-up	45.73	7.55	30	61
	Control	Pretest	24.13	5.50	18	34
		Posttest	24.40	5.85	19	37
		Follow-up	23	4.67	18	33

To check the assumptions, the Shapiro-Wilks test, Levin's test, and Machelli's sphericity test were performed. The results of these tests showed that the assumptions were met.

Table 2. Analysis of variance with repeated measures of mothers' resilience scores

Change source	Sum of squares	df	Mean of squares	F	Sig.	Effect size	Statistical power
The effect of intervention	900.46	1.12	801.94	41.65	.001	.59	1
The effect of intervention * group	623.62	1.12	555.39	28.85	.001	.50	1
Error	605.24	31.44	19.25				

Table 2 shows that there was a significant difference between the experimental and control groups ($p < 0.01$) in terms of resilience.

Table 3. Post hoc Bonferroni test of mothers' resilience scores

Group	Phases	Mean differences	Std. Deviation	Sig.
Parenting training	Pretest-posttest	-12.80	2.01	.001
	Pretest-follow up	-11.66	1.91	.001
	Posttest-follow up	1.13	1.55	.073

Table 3 shows the effect of Lynn-Clark's parenting training on increasing mothers' resilience. As it is evident, there was a significant difference between the pretest and follow-up ($p < 0.01$); the positive effect of parenting training on mothers' resilience was maintained over time.

Table 4. Analysis of variance with repeated measurement of mothers' sense of sufficiency scores

Change source	Sum of squares	df	Mean of squares	F	Sig.	Effect size	Statistical power
The effect of intervention	2991.48	1.05	2845.14	24.22	.001	.46	.99
The effect of intervention * group	2894.02	1.05	2752.44	23.43	.001	.45	.99
Error	3457	29.44	117.45				

Table 4 shows that there was a significant difference between the pretest, posttest, and follow-up phases ($p < 0.01$). The effect of the groups was also significant; there was a significant difference between the experimental and control groups in terms of the sense of sufficiency ($p < 0.01$).

Table 5. Post hoc Bonferroni test of mothers' sense of sufficiency scores

Group	Phases	Mean differences	Std. Deviation	Sig.
Parenting training	Pretest-posttest	-25.13	4.91	.001
	Pretest-follow up	-23.26	4.55	.001
	Posttest-follow up	1.86	.940	.067

Table 5 shows the positive effect of parenting training based on Lynn Clark's model on mothers' sense of sufficiency. Moreover, there was a significant difference between pretest and follow-up ($p < 0.01$). In other words, the positive effect of parenting training based on Lynn Clark's model on mothers' sense of sufficiency was maintained over time.

Table 6. Analysis of variance with repeated measurement of mothers' happiness scores

Change source	Sum of squares	df	Mean of squares	F	Sig.	Effect size	Statistical power
The effect of intervention	2656.08	1.06	2487.18	64.49	.000	.69	1
The effect of intervention * group	2817.42	1.06	2638.25	68.41	.000	.71	1
Error	5311	29.90	38.56				

Table 6 shows that there was a significant difference between the pretest, posttest, and follow-up phases ($p < 0.01$). Moreover, the effect of the groups was also significant; there was a significant difference between the experimental and control groups in terms of happiness ($p < 0.01$).

Table 7. Post hoc Bonferroni test of mothers' happiness scores

Group	Phases	Mean differences	Std. Deviation	Sig.
Parenting training	Pretest-posttest	-24.26	2.68	.000
	Pretest-follow up	-22.33	2.55	.000
	Posttest-follow up	1.93	.502	.082

Table 7 shows the effect of parenting training based on Lynn Clark's model on the happiness of mothers. There was a significant difference between the pretest and the follow-up ($p < 0.01$); the positive effect of parenting training based on the Lynn-Clark model on the feeling of happiness was maintained over time.

Conclusion

The results showed that parenting training based on Lynn Clark's model was effective in increasing mothers' resilience, sense of sufficiency, and happiness. The results of this research study were consistent with the results of Gharibi et al. (2018), Chalbi and Mousavi (2008), and Houshvar et al.'s (2009) studies. In explaining these findings, it can be stated that resilience improves positive adaptation in response to adverse conditions. Parenting training based on Lynn Clark's model changes the grounds for changing parents' beliefs and perceptions of how to deal with failure and inefficiency in their children's behavior, changing how to manage life affairs, and providing a platform for choosing an active approach in mothers with children with attention-deficit/hyperactivity disorder. What is very important in Lynn Clark's method is to discover and find past exceptions. By highlighting these exceptions, the proper context is provided to discover past successful experiences. Thus, this process strengthens the sense of sufficiency in mothers. In this way of parenting, monitoring the child's behavior and loving him is considered enough. The balance between supervision and control can make parents feel well. As a limitation of

the research, due to the possible role of contextual-social factors as well as some psychological intervening variables, the generalization of the results to other populations and groups should be done with caution. It is suggested that more investigations be conducted by taking into account background factors and possible intervening variables, comparing with other methods, and investigating other mothers with other conditions. In order to improve the level of happiness, resilience, and the sense of sufficiency of mothers, it is suggested that educational and therapeutic centers, departments, and related organizations such as Health and Treatment and Welfare and Education offer courses and workshops based on the approach of Lynn Clark.

Conflict of interest

There was no conflict of interest in this research study.

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