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Title: The Effectiveness of Group Schema-Based Parenting Education to Mothers on Modifying Maladaptive Schemas of the Child and Improving the Quality of the Parent-Child Relationship

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ABSTRACT

Objectives: This study examined the effectiveness of group schema-based parenting education on modifying the child's early maladaptive schemas and improving the quality of the parent-child relationship.

Methods: The design of this research is quasi-experimental pretest-posttest with control group. The statistical population of this study includes all mothers and their daughters aged 8 to 10, in District 2 of Tehran, in 1399-1400. Among 65 mothers who announced their readiness to participate in the course by available sampling, 40 of them were selected according to the inclusion criteria and were randomly assigned to two groups of 20 people in experimental and control group. In this study, Schema Inventory for Children (by Rijkeboer & De Boo) and also the Parent-Child Relationship Scale (by Pinata) were used. The data of this study were analyzed by Multivariate Analysis of Covariance (MANCOVA).

Results: Data analysis showed that parenting education had a significant effect on schemas of Vulnerability, Mistrust/ Abuse, Failure, Submission, Unrelenting standards/ Hyper criticalness, Self-sacrifice and Entitlement/ Grandiosity, but on the schemas of Loneliness, Defectiveness/ Shame, Enmeshment/ Undeveloped Self and Insufficient self-control/ Self-discipline had no significant effect. Data analysis also showed that parenting education has a significant effect on the subscales of closeness, dependence and total positive relationship, but has no significant effect on conflict.

Conclusion: The present study shows that group schema-based parenting education to mothers is effective on modifying some of the early maladaptive schemas of children and improving the quality of the parent-child relationship.

Keywords: Schema-based parenting education, Early maladaptive schemas, Parent-child relationship

Introduction

Family is the first and strongest base for the connection between the child and the world around, and plays the main role in the development of the child's personality with its parenting style (Nili Ahmadabadi, Bagheri and Salimi, 2019). Parenting style refers to parents' attitudes toward children, and their behavioral patterns to shape children's behavior (Davids, Roman & Schenck, 2018). Adequate parenting has an important role in preventing children's mental health problems and psychological disorders (Hutchings, Owen and Williams, 2018). Numerous studies have been conducted on the role of the family as a predisposing factor for individual vulnerability and have confirmed the role of parent-child relationships and parenting styles as the main family factors affecting a person's mental health (Dalaei, Ashouri & Habibi, 2015). The importance of this issue has led researchers to study parenting styles and provide different methods in this field (Amirsardari and Esmaali Kouraneh, 2014). Various researchers have worked in the field of parenting and have dealt with it from various aspects, such as Baumrind (1976), Shaffer (1993), Adler, Erikson, Glasser (2008), Kabat-Zinn (1997), Sanders (2003).

Another researcher who has addressed this issue is Young, who examined parenting styles in schema therapy and proposed nine styles: 1) Emotionally depriving style 2) Overprotective style 3) Belittling style 4) Perfectionist style 5) Pessimistic /fearful style 6) Controlling style 7) Emotionally inhibited style 8) Punitive style 9) Conditional/narcissistic (Sheffield et al., 2005). He believes that parenting style is one of the most important issues, which can affect the formation of early maladaptive schemas of children (Darling and Steinberg, 2017). Inspired by Bowlby's attachment theory (1977), Young emphasizes that everyone is born with five basic emotional needs. If these needs are not sufficiently met by caregivers in early years, it can result in formation of early maladaptive schemas (Bach, Lockwood, & Young, 2018). Early maladaptive schemas are pervasive and stable themes, which are formed in childhood or adolescence and continue throughout life and operate at the deepest level of cognition (Young, Klasko, & Weishaar, 2003).

Another important variable that can have a significant effect on the formation of early maladaptive schemas is the parent-child relationship (Moradi & Faghihi, 2017). The parent-child relationship is a set of behaviors, emotions, and expectations that flow between parent and child in specific and unique ways, based on parent-child characteristics and circumstances (Mofrad, 2011). Parent-child relationship patterns are one of the influential factors, which can be corrected

to prevent the formation of early maladaptive schemas in the child (Khorasani, Ranjbari, Poursharifi, Bagheri & Pouyamanesh, 2019). Because the quality of the parent-child relationship is considered as a key factor in the growth and mental health of the child (Nauman, 2019) and this relationship is the first and most stable social relationship in life and is considered as one of the main factors in shaping a sense of worth, prosperity and well-being in an individual (Khodam Hosseini, 2017).

The role of parents in children's mental health is obvious, but nowadays, despite the profound cultural developments and lifestyle changes, many parents still do not have the necessary skills to treat the child properly (Daneshmand Khorasgani and Yousefi, 2017). Therefore, due to the fact that children are the assets of human society, it seems necessary for parents to be educated to apply effective parenting styles and establish healthy relationships with children, which prevents the formation of maladaptive schemas and promotes mental health of children, in which it is especially important to pay attention to the education of mothers who spend the most time with the child and are a kind of main caregiver of the child.

Numerous studies have been conducted on the effectiveness of parenting education with different approaches on improving the parent-child relationship, among which the research of Baladi, Johnson and Law (2018), Li, Chan, Mak & Lam (2013), Taheri, Arjmandnia and Afrooz (2018) and Shiralinia, Izadi and Aslani (2019) can be mentioned, but in reviewing background, as far as it has been examined, few studies have been done on schema-based parenting. Considering that schema-based parenting is one of the new approaches, two studies have been found in Iran, which focus on the effectiveness of educating mothers to meet the basic needs of children based on Young's Schema Theory. These studies, conducted by Yaryari, Ayoubi and Ghaem Montazeri (2018) and Khodama Hosseini (2017), have examined the effectiveness of parents' education on their parenting styles and the parent-child relationship. No study was found to assess the modifying of the child's maladaptive schemas. As reviewed, the first study was presented in a conference and used a short seven-session training package, and in the second study, only three sessions explained the schemas, needs and behaviors that provide them. Therefore this study was conducted to educate mothers with a more complete educational package in twelve sessions. Also, in several studies that have used the child schema questionnaire, the aim is to investigate the relationship between child

schemas and childhood psychological disorders, and no research has evaluated child schemas after educating parents.

Therefore, considering the existing research gap and the importance of schemas that are the basis of a person's psychological abilities in later periods (Inanloo Ganji , Monirpoor & Zargham Hajebi, 2018), and the specific psychological content of each of them, increases the individual's vulnerability to certain types of mental disorders (Saritas-Atalar & Altan-Atalay, 2018), as well as the efficiency of schema-based parenting, which emphasizes on meeting the needs of children to prevent the formation and stabilization of maladaptive schemas, this study as one of the pioneering studies in this field, was conducted to determine the effectiveness of schema-based parenting education on modifying the early maladaptive schemas of the children and improving the quality of the parent-child relationship. In this study, among the different perspectives on the child, Schema Therapy has been selected, which with the interactive approach in child rearing, focuses on the interaction of different factors. This integrated approach by combining the models of Psychodynamics, Gestalt, Attachment, Cognitive and Behavior Therapy has created a special model in parent-child interaction and in this complex interaction considers the basic needs and mood of the child and parent (Khodam Hosseini, 2017). Schema-based parenting educates parents to recognize the basic needs of the child, the behaviors that meet those needs, and the behaviors that cause the needs to not be met, and result in the formation of early maladaptive schemas in the child. This training is done objectively and operationally, in such a way that parents may have heard many times that humiliation and blame hurt the child and parents should avoid such behaviors, but when they are aware in this kind of training, which schemas do humiliation and blame create, and how exactly these schemas manifest themselves in every situation of their child's life, and exactly what harm do they do, by gaining this knowledge, they become more motivated to control their behavior and to manage their relationship with children.

Therefore, in view of the above and the limited resources of the research, the present study evaluates the answer to this question, whether group schema-based parenting education is effective on modifying maladaptive schemas of the child and improving the quality of the parent-child relationship?

The hypotheses of this study are: 1- Schema-based parenting group education to mothers modifies maladaptive schemas of the child. 2- Schema-based group parenting education to mothers improves the parent-child relationship.

Method

The method of the present study is quasi-experimental study in terms of research design, and applied study in terms of purpose, in which a pretest-posttest research design with a control group has been used. The participants of this study includes all mothers and daughters of 8 to 10 years old in District 2 of Tehran, who are students in 1399-1400. In quasi-experimental designs, the minimum sample size is 30 people (Cozby, Bates, Krageloh, Lacherez & Van Rooy, 1977). Due to the drop in subjects, 30% of the sample size was added to the number of original samples and a total of 40 mothers were selected as a sample; Due to the Corona-virus epidemic conditions and the problem of inaccessibility to the sample, the sampling method was available sampling. In such a way that after informing the workshop on the Instagram page of two school counselors in Region 2 of Tehran, 65 mothers called and announced their readiness to participate in the training course. Then, the parent-child questionnaire was completed by the mothers and the schema questionnaire by the children as pre-test. Finally from this number, 40 mothers whose daughters had early maladaptive schema and had completed the informed consent form to participate in the study were selected. Considering the educational levels, they were randomly divided into two experimental and control groups of 20 people. The criteria for parents to enter the study were: literacy, completing the consent form to participate in the study and also having a daughters 8 to 10 years old, who have the early maladaptive schema according to the children's schema questionnaire. Exclusion criteria were: participation in another training or treatment course at the same time and having a child psychiatric record. Parenting education was performed on the experimental group virtually using WhatsApp messenger (due to the corona virus pandemic), and after post-test, data collection and statistical analysis of the results were performed.

Research Tools

Schema Inventory for Children

This inventory of 40 items was developed by Rijkeboer and de Boo (2010) to measure children's early maladaptive schemas. It includes issues related to life experiences of children aged 8 to 13 years, which is the result of factor analysis of the 75-question Young Schema Inventory. 8 of the 15 schemas of the Young Inventory were also identified in children. The combination of other schemas led to the design of three new schemas called Loneliness, Vulnerability, and submission (Rijkboer and Debo, 2010). In this inventory, 11 subscales have been considered to examine 11 schemas in children (Montazeri, Farsani, Mehrabi, Shakiba, 2012). This inventory is measured on a Likert scale with a scale of 1 (completely incorrect) to 4 (completely correct). In Rijkeboer and de Boo research, the reliability of retest for schema scales was reported to be 0.67 to 0.79 (Rijkeboer and de Boo, 2010). This inventory was translated into Persian in Ghasemi's study (2011). In this study, the total validity of this inventory was reported as 0.78 through Cronbach's alpha and 0.67 through halving, and 0.81 through the retest method (Arefnia, Sarandi, Yousefi, 2012).

Child-parent relationship scale

This scale, developed by Pianta (1994), contains 33 items and assesses parents' views on their relationship with their child. This scale, which has been used to measure the parent-child relationship at all ages, includes the subscales of closeness (10 items), dependence (6 items), conflict (17 items) and total positive score (sum of all areas) (Tajrishi, Ashuri, Afrooz, Arjmandnia and Ghobari Bonab, 2014). It is measured by five-point Likert scale from 1 (definitely true) to 5 (definitely not true). Driscoll and Pianta (2011) reported Cronbach's alpha of this scale in the areas of conflict, closeness, dependence and total positive score equal to 0.75, 0.74, 0.69 and 0.80, respectively (Aslani, Varasteh And Amanollahi, 2016). In Iran, the content validity of this scale have been reported optimal by Abarshi, Tahmasian, Mazaheri and Panaghi (2010), and the reliability of these areas have been reported 0.60, 0.70, 0.84 and 0.86, respectively (Mofrad, 2011). In this study, Cronbach's alpha is 0.71 in the field of closeness, 0.69 in the field of dependence, 0.73 in the field of conflict and 0.75 in the field of total positive score.

Schema-based parenting program

This 12-session training program was designed by the researcher using the resources of Young et al. (2003) and Louis & Louis. (2015). Its face validity was evaluated by three university professors.

جدول 1-1. Training sessions 1-1

Sessions	Goal	Session Description	Tasks
1	Introduction and acquaintance	Familiarity with group members, setting rules, explaining the need for parenting education, introducing the program, brief explanation of the Schema Theory and coping styles	Writing down three of their child's best and worst behaviors and identifying their own and their child's coping styles
2	Introducing parenting styles	Explaining Young parenting styles by giving examples and explaining the five basic needs of the child and the five areas of schema	Focus on their parenting style and determine it
3	Familiarity with maladaptive schemas	Explaining the schemas of the two domains of Disconnection and Rejection and Impaired autonomy and performance	Paying attention to their own and their child's maladaptive behavioral patterns and finding its connection with maladaptive schemas
4	Familiarity with maladaptive schemas	Explaining the schemas of the three domains of Other directedness, Impaired limits and Over vigilance/ inhibition	Paying attention to their own and their child's maladaptive behavioral patterns and finding its connection with maladaptive schemas
5	Familiarity with behaviors providing Secure Attachment	Explaining the behaviors that provide the need for secure attachment (creating a basic safe zone and caring from physical, emotional and sexual abuse, stability and predictability, physical contact, spending quality time, managing parental conflict)	Paying attention to the child's maladaptive behaviors that are due to the dissatisfaction of this need and satisfying the need and recording child's reaction
6	Familiarity with behaviors providing Secure Attachment	Explaining the behaviors meet the need for secure attachment and educating sexually self-care	Start self-care education for the child
7	Familiarity with the behaviors that provide the	Explaining the behaviors that provide the need for autonomy (identifying methods of control,	Paying attention to the behaviors that have prevented the satisfaction

	need of Autonomy	giving the child the right to choose according to age, creating independence in personal affairs and homework, assigning responsibility to the child in home affairs, prevent early independence)	of this need, and using these behaviors and give more choice and freedom, and recording their child's reaction
8	Familiarity with the behaviors that provide the need of Impaired limits	Explaining the behaviors that provide the need of Impaired limits (setting rules or behavioral limits, writing rules in a family meeting with the child, following up on the rules, dealing with disobeying the rules by identifying the underlying purpose of the disobedience, solving the problem with the child, scoreboard, using timer, Natural and Logical consequences, Timeout)	Assessing the strength of their boundaries and writing and enforcing a law with their child using these behavioral techniques
9	Familiarity with behaviors providing the need of self-expression	Explaining the behaviors provide the need of Freedom to express (recognizing the methods of emotional interaction with the child, teaching emotions and expressing emotions correctly with words, drawing and writing it, empathy with the child in emotional situations, teaching to say no)	Practicing and playing the role of empathy with their husband towards the child and analyzing the feelings of themselves and their child in a challenging situation
10	Familiarity with behaviors providing the need of fun and Spontaneity	Explaining the behaviors provide the need of fun (playing with the child without the purpose of education, balancing work and fun, not filling the child's life with different educations, having realistic expectations according to the child's ability, praising the effort, not the result)	Estimating when they communicate and have fun with a child without work, and setting a fixed time to have fun with the child
11	Familiarity with different moods of the child	Explaining the types of mood of the child, the dimensions of the mood and its role in shaping the child's behavior and the formation of schemas, explaining ways to cope with the difficult mood of the child and teaching self-relaxation to child	Identify the child's mood and teach self-relaxation to the child
12	Review, summarize, and	Review and summarize the educational program and answer	Asking to have a plan for using the training program

answer the questions

mothers' questions and running the post-test

and prepare a table of parenting mistakes and replace them with the right methods

Results

The descriptive results of the data collected showed that most of the sample had a Bachelor's Degree. 70.58% in the experimental group and 76.47% in the control group had a Bachelor's Degree. Also, the average age of participants in the study was about 34 to 36 years old. The minimum age was 29 and the maximum age was 47 years old. Table 2 presents the Mean and Standard deviation of pre-test and post-test scores of maladaptive schemas and parent-child relationship in experimental and control groups.

Table 2. Mean and standard deviation of maladaptive schemas and parent-child relationship by group and test

Components	Tests	Experimental		Control	
		Standard deviation	Mean	Standard deviation	Mean
loneliness	pre-test	2.31	9.58	2.58	9.94
	post-test	1.90	8.00	2.42	9.41
Vulnerability	pre-test	2.46	12.94	1.73	13.41
	post-test	1.82	8.23	1.81	13.94
Mistrust/ abuse	pre-test	2.23	6.00	2.09	5.82
	post-test	0.78	3.35	1.19	6.05
Defectiveness/ shame	pre-test	1.16	4.88	1.70	4.82
	post-test	1.29	3.94	1.43	5.05
Failure	pre-test	1.45	6.35	1.86	6.29
	post-test	1.11	4.11	1.61	6.31
maladaptive schemas	pre-test	2.33	12.70	2.00	13.17
	post-test	1.39	6.23	2.03	13.00
Unrelenting standards	pre-test	1.80	8.52	1.81	7.82
	post-test	1.41	4.47	1.68	7.29

	Self-sacrifice	pre-test	2.06	8.41	2.11	8.64
		post-test	1.75	5.29	2.20	8.11
	Enmeshment/	pre-test	1.98	7.94	1.69	8.58
	undeveloped self	post-test	1.61	7.64	1.84	8.52
	Entitlement/	pre-test	2.06	7.52	2.53	7.82
	grandiosity	post-test	1.70	8.82	2.19	7.76
	Insufficient	pre-test	1.77	6.52	2.34	6.88
	self-control	post-test	1.62	5.41	2.26	6.64
	closeness	pre-test	2.39	10.29	2.42	10.82
parent-child		post-test	5.12	15.64	1.90	11.00
relationship	dependence	pre-test	3.49	18.64	3.40	17.64
		post-test	2.69	12.64	2.80	17.52
	conflict	pre-test	6.84	52.76	5.21	53.88
		post-test	1.70	51.17	3.42	53.88
	Total score	pre-test	15.12	82.35	13.95	85.29
		post-test	15.12	113.35	11.19	85.58

In order to investigate the assumptions required to perform Multivariate Analysis of Covariance (MANCOVA), the normality of the distribution was investigated using the Shapiro-Wilk test. The results of Shapiro-Wilk test showed that the values were not significant for the distribution of variables in all variables at the level of $P 0. \leq 05$ (except for the value of Mistrust / Abuse in the pre-test of the experimental group and Insufficient self-control in the control group). Therefore, the distribution of variables is not significantly different from the normal distribution and the distribution of most variables in both tests is normal. Examination of other assumptions was examined separately in each hypothesis. In order to investigate the assumptions of Multivariate Analysis of Covariance, the homogeneity of variances was investigated using Levene Test and the F values showed that the difference in variance of the groups was not significant at the level of $P 0 \leq .05$. Therefore, the variance of the groups is not significantly different from each other, and the groups are homogeneous. The correlation of dependent variables was also investigated using Pearson Correlation Coefficient. The analysis of correlation coefficients of the maladaptive

schemas with each other showed that all coefficients, except for six cases, were significant at the level of $P \leq 0.05$. Therefore, there is a significant relationship between maladaptive schemas in children. The analysis of the correlation coefficients of the parent-child relationship with each other showed that all the coefficients are significant at the level of $P \leq 0.01$. Therefore, there is a significant relationship between the components of the parent-child relationship. The assumption of Homogeneity of Regression Slopes was also examined and the results showed that the interactive effect of the group and the test was not significant on the dependent variable and the Regression Slopes were homogeneous. Thus, the use of Multivariate Analysis of Covariance is allowed.

Table 3. Interactive indicators of covariance test in the effectiveness of schema-based parenting on maladaptive schemas of children and parent-child relationship

	Statistical characteristic Source of changes	Index value	Degree of freedom	F	Significant
maladaptive schemas	Pillai's trace	0.93	5	73.02	0.00001
	Wilkes Lambda	0.07	5	73.02	0.00001
parent-child relationship	Pillai's trace	0.94		371.65	0.0001
	Wilkes Lambda	0.06		371.65	0.0001

Both Pillai's Trace and Wilkes Lambda indices are significant in both variables at the level of $P \leq 0.01$. Therefore, the dependent variables of the experimental and control groups are significantly different from each other.

Table 4. Univariate Analysis of Covariance in the effectiveness of schema-based parenting on maladaptive schemas of children and the parent-child relationship

		Sum of squares	Degree of freedom	Mean squares	F	Significant	Effect size
maladaptive schemas	loneliness	13.23	1	13.23	2.45	0.12	-
	Vulnerability	162.13	1	162.13	28.67	0.0001	0.30
	Mistrust/ abuse	27.19	1	27.19	8.08	0.006	0.41
	Defectiveness	4.76	1	4.76	2.31	0.13	-
	Failure	19.05	1	19.05	7.20	0.009	0.10
	Submission	222.48	1	222.48	34.64	0.0001	0.34
	Unrelenting standards	191.05	1	191.05	5.26	0.01	0.37

	Self-sacrifice	39.76	1	39.76	8.73	0.004	0.11
	Enmeshment/ undeveloped self	9.94	1	9.94	3.14	0.08	-
	Entitlement/ grandiosity	44.48	1	44.48	8.92	0.004	0.32
	Insufficient self-control	10.72	1	10.72	2.62	0.11	-
	Closeness	72.05	1	72.05	6.02	0.01	0.38
parent-child relationship	Dependence	64.05	1	64.05	5.40	0.02	0.37
	Conflict	62.13	1	62.13	2.82	0.09	-
	Total score	2618.88	1	2618.88	10.34	0.0001	0.47

The analysis of maladaptive schemas shows that the value of F in the maladaptive schemas of Vulnerability, Mistrust/ Abuse, Failure, Submission, Unrelenting standards, Self-sacrifice and Entitlement/ Grandiosity is significant at the level of $P \leq 0.01$. Therefore, the difference between the experimental and control groups is significant in these dimensions. But the value of F is not significant in maladaptive schemas of Loneliness, Defectiveness, Enmeshment/ Undeveloped self and Insufficient self-control/ self-discipline. Also, the analysis of the parent-child relationship shows that the value of F in the subscales of closeness and dependence and the total positive score is significant at the level of $P \leq 0.05$, but is not significant in the conflict subscale.

Discussion

The aim of this study was to determine the effectiveness of schema-based parenting group education to mothers on modifying the child's maladaptive schemas and improving the quality of the parent-child relationship. About the first hypothesis, the results of data analysis indicate that schema-based parenting group education has a significant effect on modifying schemas of Vulnerability, Mistrust/ Abuse, Failure, Submission, Unrelenting standards, Self-sacrifice and Entitlement/ Grandiosity. But there was little change in the schemas of Loneliness, Defectiveness/ Shame, Enmeshment/ Undeveloped self and Insufficient self-control / self-discipline, and it was not significant. These findings are in agreement with the research of Sundag Zens, Ascone, Thome & Lincoln, (2018), Haugh, Miceli & DeLorme, (2017), Anbari, Mahdavian & Nadri, (2019), Khorasanizadeh et al. (2018) which state that parenting styles have a significant relationship with

formation of early maladaptive schemas; But no research was found that directly assessed children's schemas after parental education.

In explaining these findings, it can be argued that parents are often unaware of the important role they play in shaping children's personality via their behavior and relationship with the children. They attribute the maladaptive behaviors of the children to themselves and do not pay attention to their own behaviors. This is where education can empower the parents with parenting skills. In the light of education, parents achieve a clear image of the child's world and, by recognizing his feelings and needs, find themselves closer to the child; In this way, in the shadow of creating a warm and intimate environment, the child experiences feeling of competency and love, and since the child's attitude is infinitely influenced by the parents' attitude, he also looks at himself in a new way. In general, researches show that parental education is an effective tool in changing and directing children's behavior (Abdollahi, 2018). In this study, the schema theory has been selected, in which the interaction of different factors is effective in child rearing. The goal of this approach is to create behaviors that meet the basic needs of the child and prevent the formation or stabilization of early maladaptive schemas. Therefore, considering the importance of childhood experiences, it is not unreasonable to expect that with the parents' awareness of efficient parenting methods and the using them, the child's perspective, which is the same as his schemas, will change.

However, in explaining the schemas on which schema-based parenting education has not had a significant effect, it can be argued that the Loneliness is combination of Emotional Deprivation and Social isolation schemas. Regarding that Emotional Deprivation schema is one of the deepest and most basic schemas, formed in the early childhood, in this short period of training does not have enough time to improve and requires more time and effort of parents to adjust. The Social Isolation schema also needed the presence and interaction of the child in society, to be moderated. It was practically not possible due to the epidemic of coronavirus. Also the schema of Defectiveness/ Shame According to the perfectionism attitude of parents in Iran, which subconsciously use conditional literature to induce a sense of worth and love, and make the child's sense of worth conditioned on his result, success and achievements, It takes a long time for parents to consciously manage healthy communication, and of course it would be very difficult for parents to get rid of perfectionism without professional treatment. About the schema of Enmeshment/ Undeveloped self, due to the existing cultural background in the collectivist society of Iran, it is very common that parents often do not provide the conditions for creating and maintaining

individuality for the child; Therefore, in order to modify this schema, extensive cultural work is needed to create favorable conditions for the development of an independent identity in the child. Also Insufficient self-control schema, regarding the parenting style of parents in recent years and their thinking that because they have experienced a difficult life themselves, now they want their child to have a comfortable life, an organized plan is required for parents to use in the long and continuously term in the process of life, to achieve the desired results, which create a sense of responsibility, self-control and commitment in their children.

Also, about the second hypothesis, the results of data analysis indicate that schema-based parenting education has led to a significant increase in closeness and total positive relationship and a significant decrease in dependency in parent-child relationship, but has not had a significant effect on conflict.

These findings are in agreement with the research of Baladi et al. (2018), Lee et al. (2013), Nili Ahmadabadi et al. (2019), Khayyamfar, Madani, Hejazi & Pourtaheri (2019), Taheri et al. (2018), who state Teaching parenting programs improves the parent-child relationship. Research shows that healthy family relationship has a significant impact on a child's mental and social health. Given the importance of the role of parents in creating these relationships, education can strengthen their communication skills. In the present study, the subscales of closeness and dependence were addressed in the form of the need for Secure Attachment and Autonomy. Therefore, it can be expected that with sufficient satisfaction of these needs, this part of the parent-child relationship will be positively affected. Therefore, considering the effectiveness of parenting education on the subscales of closeness and dependence, it can be expected that this educational program has also had a positive effect on the subscale of the total positive relationship. However, in explaining that parenting education did not have a significant effect on the conflict subscale, we can point to the importance of parental personality traits. A number of evaluations show that in conflicting families, one or both parents show signs of Histrionic, Paranoid, Obsessive or Narcissistic Personality Disorder, which makes them stubborn in relationships (Satourian, Tahmasian & Ahmadi, 2016). Considering that in the present study, the personality of the parents was not evaluated and no therapeutic intervention was performed in the process of the work, it can

be said that maybe the underlying problems of the parents' personality have prevented the resolution of the conflict effectively.

Therefore, according to the findings of the present study, it can be concluded that schema-based parenting education is effective on modifying some maladaptive schemas of children and improving the quality of the parent-child relationship. Therefore we can take step by educating parents, especially from the early years of parenting to prevent the formation of early maladaptive schemas in children and the problems caused by dysfunctional parent-child relationships.

Among the limitations of this research, we can mention the lack of sufficient time to perform the follow-up, run the training course virtually, and perform available sampling. At the end, it is suggested to conduct research on parents of adolescent group to investigate the effects of this educational program on different ages, follow up, examine the personality of mothers at the beginning of the research to diagnose personality disorder, and conduct training sessions for both mothers and fathers.

Conclusion

Promoting family mental health plays a critical role in community psychological care. Today, due to the reduction of costs, energy and suffering of human beings, the prevention approach is considered more than the treatment approach and the importance of promoting health and healthy lifestyle as well as creating a supportive environment for children's mental health is emphasized. Because the family as a child rearing unit, internalizes the feeling of belonging and love in the child and provides the opportunity for healthy emotional and social development by accepting him and responding to his basic emotional needs and creating a quality and healthy interaction. In this regard, according to the findings of this research, it can be concluded that schema-based parenting education is effective in modifying some of the maladaptive schemas of children and improving the quality of parent-child relationship. Therefore early parenting can prevent the formation of early maladaptive schemas in children and the problems caused by dysfunctional parent-child relationships.

Ethical considerations

The participation of mothers in this research was voluntary and they could leave the research at any stage. The names of the people were not mentioned in the questionnaires and information

from participating families was kept confidential. Participants filled Informed Consent Form of participation. This training course was also provided for the control group after the post-test, so that they could also benefit from this research.

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Conflict of interest

According to the corresponding author, there was no conflict of interest.

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