

The Effects of Parenting Programs with DVDs on Parents' Anger

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Abstract

The purpose of this study is to verify the effects of parenting programs with DVDs containing various cases of parent-child relationship for the parents who are nurturing their own child. The program was implemented to the experimental group in a total of 6 sessions, 120 minutes per a session.

The data were processed with SPSS WIN 18.0 in covariance analysis. The parenting program consists of inhaling-exhaling respiration, drawing fish bowl family, understanding the Think-Feel-Do cycle, being an effective role model for one's children, family enrichment activity such as positive 'I' message, avoiding struggles, and writing letters of encouragement. As a result, the anger level decreased significantly more from the experimental group than from the control group, which suggests that this program should be implemented to parents with difficulty of anger management.

Keywords: *Anger, Parenting, Think-Feel-Do, Role model, Family Enrichment Activity*

1. Introduction

In the past, large families provided a community of parents living along with grandparents, uncles, or aunts. Parents could naturally learn the role of becoming parents, and children could naturally grow to respect their parents and comply with parents' orders. Blending with large families also provided many opportunities to be accustomed to skills and methods of solving conflicts in relationships.

However, in this age of nuclear families, children's learning of fundamental habits and everything else relies on their parents or early childhood education agencies. Recent changes such as the development of Informational Technology and increased need of dual-career families make parenting even more difficult, as the parents should set a limit to their children's behaviors.

Highly advanced IT especially allows access to various information, new cultural changes over the globe, and multiple aspects of human society, leading the parents to think the information streamed from mass media is the best. DVD is one of the most popular forms of media nowadays, and is also being applied to education. Despite many advantages of video education, most studies on it have focused on children or ordinary citizens. When they read books or take courses about parenting but cannot get accustomed with those lessons, they often experience frustration or anger. Therefore, this study practiced an anger management program using DVDs to help parents improve their parent-child relationship and proved its effect. Today's parents grew up on TV. They identify with the medium.

Korean parents have grown up in a culture which encouraged them to endure--or suppress-- their anger rather than coping with it properly; they had little opportunity to

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recognize their anger clearly and respond to it in constructive ways (Park, 1994)[1]. Cases of serious domestic or economic problems require much understanding and equality from every family member, occasionally leading to anger situations. Anger is indeed a natural emotion and a physiological response toward frustrating situations. For parents, it is highly important to cope with them in constructive ways. Anger management is essential in both family life and social life. Anger-driven domestic violence, even to the degree of murders, has been recently arousing more concerns.

Recognition of parent education in Korea has been growing since late 1980s, when mass media and lifelong education institutes, as well as early childhood education agencies, started to cover it (Kim, 2007)[2]. Popkin's parent coaching: Active Parenting Now was propagated in 2007 [3].

Parent education is the education with which the parents learn new methods of raising their children and attaining professional educational skills.

Popkin suggested the personalities of self-esteem, courage, cooperation, and responsibility are necessary for raising children who can lead their own life, and the researcher of this study added morality that is required of Koreans. The parent education program in this study consists of educational skills to develop those five personalities and educational methods of managing the anger roused in parenting. The education to find and practice proper solutions to cope with the infuriating situations is essential to maintain healthy families.

Hence, when the parents choose the methods of bringing positive consequences in the anger situations of frustrations and struggles, they can protect themselves and prevent the worsening of parent-child relationship, while expressing anger improperly with violent behaviors or languages would worsen the relationship. Anger situation with mundane stresses occur frequently to the parents in charge of the child. The ability of anger management in parenting is necessary for the children's physical and emotional development. Among the various emotions experienced in parenting, anger must be managed to maintain efficient parent-child relationship.

Popkin (2007) emphasized a precaution for emotional explosions. There are two very important things to observe about the think- feel- do-system. First, because it is a system, change at any point will filter through-out the entire system. Second, this means that if you want to reduce your child's anger, you can approach the problem through any of the four entry points; the event, or your child's thinking, feeling, or behavior. He suggests that we use all four entry points at different times to prevent, handle, and learn from an angry experience [4].

Nowadays, educational institutions are making more attempts to perform education with video media that is familiar to us. Choi (2010) verified that an anger management program with movies had an effect on reducing middle-school boys' aggression [5].

Despite various advantages of movies, research of utilizing them in education mainly focused on the subjects of general citizens or adolescents. Kim (2009), however, implemented an anger management program with movies which were beneficial to improving parent-child relationship for the parents, and proved its effectiveness [6]. The effect appears to driven from the parents being able to challenge the feelings they had been reluctant to acknowledge through the movies, and they could understand the protagonist's cognition, emotion, and behavior. Therefore, anger management programs with DVDs with professional and specific guides and skills to manage the parents' anger are desirable for improving and recovering parent-child relationship.

Therefore, the purpose of this study is to verify the effect of parenting education program on reducing the parents' anger.

2. Materials and Methods

2.1 Subjects

To select the subjects, 58 parents from K, L, and W welfare centers in G city were given a guideline of parent education and a questionnaire about anger level. 16 of 24 high-scored mothers answered that they could participate in the program five sessions or more. The subjects were 16 parents from K, L, and W welfare centers in G city; 8 of them were randomly assigned for the experimental group, and the other 8 for the control group. The parenting program was implemented to the experimental group in total 6 sessions, 120 to 130 minutes per a session.

2.2 Instruments

Educational methods of specific directions and skills to build efficient parent-child relationship are being recorded and propagated into DVDs; hence they should be utilized more in our parent education. The DVD provides a visual presentation and demonstration of the content. It depicts families engaged in a variety of typical family learning situations, including examples of mistakes to avoid and the positive methods as well. Most scenes are less than two minutes long. The tape contains about 160 minutes of DVD, spread out over six sessions, with time allotted for discussion and group activities [7].

First, the parenting program in this research consists of: inhaling-exhaling respiration to physically relax, drawing a fish family for the potential improvement of interactions in family relationship, and Popkin's DVD contents, which include understanding the think-Feel-Do cycle for parents' anger management, being a role model for one's children with effective anger expressions, breaking out of struggles, and encouraging.

After watching the DVD, the parents had discussions to understand the operation of Think-Feel-Do cycle, to get accustomed to the parenting skills from the video, and to develop new parenting skills. Also, they get varied home assignments with encouraging activities. The assignments are given each session and are always checked at the introduction of the next session.

On the first session, they practiced inhaling-exhaling respiration to physically relax as introduction; then they were given the explanation about "raising our children to have courage, self esteem, responsibility, mind of cooperation, and morality", and they drew fish family in a bowl to examine the interactions and obstacles in family relationship. The assignments were to practice the respiration method, find similarities between the fish bowl drawing and their own family, and prepare encouragements to their children.

On the second session, starting with respiration, they introduced how they opened up about their children to the other members, and watched a DVD, recollecting the fish family they drew. Then they got explanations about "what is anger", discussed the DVD and what they learned, and then practiced empathizing, polite requests, and 'I' message by role-playing.

On the third session, they replayed last week's assignment of empathizing, what is responsibility? 'I' message, and polite request, then learnt about Think-Feel-Do cycle. They made resolutions to bring up their child to be responsible on the second session and to be courageous and able to have self-esteem on the third session, and the members shared words of encouragement with one another.

On the fourth session, they repeatedly practiced methods to avoid struggles. They watched DVDs about methods of anger management such as empathizing (supporting), applying firm discipline and specific alternatives within the limits set in advance and then watching the consequence, and stepping back to a quiet place. They learned to express

their anger properly and manage it in desirable ways to lead their children to follow their example when they express anger.

On the fifth session, they watched the DVD again to find and reassure how they improved. They discussed it and encouraged each other about others' improvement, however little it is. The assignment was to write letters of encouragement to each member of their family and to discuss the result after.

On the sixth session, they examined what they were doing for family enrichment activity, and made promises with partners about how they will cope with anger situations afterwards. They pledged to care for themselves; to remember the fact that getting angry harms themselves. Post-test was then employed.

Second, to measure their anger level, Cha (2013)'s version [8]. The program was led by a professional counselor certified by the Korean Counseling Association.

2.3 Procedure

The program was implemented from 7 Jan. 2016 to 30 Jan. 2016, once or twice a week, six sessions in total, and 120 to 140 minutes per a session. Post-test was done on 30 Jan. 2016, a week after the end of the program, with the same instrument as that of the pre-test. The members of the experimental group presented their thoughts about participating in the program each session. The data collected were processed with SPSS WIN 18.0 in a covariance analysis, with the scored results of pre-test and post-test of the each group as covariates.

3. Results

3.1 Effect on the Anger Level

Means and Standard Deviations of the Anger Level in the Pre-test, Post-test, and the Adjusted Post-test had shown in the [Table 1],

Table 1. Means and Standard Deviations of the Anger Level in the Pre-test, Post-test, and the Adjusted Post-test

Groups	Pre-test		Post-test		Post-test Adjusted to covariates	
	M	SD	M	SD	M	SE
Experimental (N=8)	75.34	14.40	57.70	11.83	59.41	.95
Control (N=8)	74.72	14.58	72.56	13.12	60.27	.95

As shown in the [Table 1], the pre-test scores from the experimental group (M=75.34, SD=14.40) were higher than those from the control group (M=74.72, SD=14.58). After the experience of the program, the pre-test scores from the experimental group (M=57.70, SD=11.83) were significantly lower than those from the control group (M=72.56, SD=13.12). Since the group difference could have influenced the result, an ANCOVA was employed, adjusting the mean with the pretest scores of the experimental and the control groups, resulting in M=59.41, SD=.95 from the experimental group and M=60.27, SD=.95 from the control group.

The result of ANCOVA on Anger Level had shown in the [Table 2].

Table 2. Result of ANCOVA about Anger Level

variable	sum of squares	degree of freedom	mean square	F
covariate (pretest score)	324.03	1	324.03	47.27**
group	283.13	1	283.13	38.24***
error	272.25	14	.67	
sum	24223.00	16		

*** p<.001

At the result of ANCOVA on the sum of post-test anger level with the covariate of pre-test anger level, the main effect was $F=38.24$, which indicates that the overall anger level had significant difference after experiencing this program ($p<.001$).

4. Discussion

The purpose of this study is to verify the effects of parenting programs with DVDs containing various cases of parent-child relationship to the parents who are nurturing their own children. The subjects were 16 parents from K, L, and W welfare centers in G city; 8 of them were randomly assigned for the experimental group, the other 8 for the control group. The program was implemented to the experimental group in total 6 sessions, 120 to 130 minutes per a session, resulting in the decrease of anger level.

The significant difference between the results of the experimental and the control groups after the anger management parenting program with DVDs shows that the program had an effect on decreasing the anger level. This is in accordance with the results of other research such as [Kim \(2007\)](#), [Kim \(2009\)](#), and [Choi \(2010\)](#). The parents could be motivated to actively participate in the program and diligently perform the assignments by finding the cases of parent-child interaction in the videos similar to their situations, the parenting emotions within the same as theirs.

In the DVD, children in various cultural backgrounds recognize and express their emotions; the parents would have been able to learn proper methods of expressing their emotion or behavior and desirable ways to cope with situations. Watching the videos, the participants found the educational methods different from the one they used so far and tried to learn them. They honestly talked about their obstacles, and they were enthusiastic to ask for help and change themselves.

The content of video text, in which the parents can objectively observe their present role as a parent, explores their anger related to the parent-child relationship. Parents identify themselves with the characters to be on the state of sympathizing understanding. Understanding what they did not wanted to acknowledge would have been a positive instrument to the effect of the program. Another consequence was that they would take less intense attitude of parenting after they understood the fact that the parents' expectation is different from the children's real situation.

The elements that could have influence on reducing anger levels can be figured out based on reviewing their presentations about the question: "Which part in the program was most helpful in managing your anger?"

According to the participants' discussions and opinions, the fish family drawing on the first session led them to discover what to improve in their family relationship and gave them the courage to learn. They found the videos very helpful in that they could see clear advantages of various anger management skills such as 'Polite request' and 'I-message'.

In the active discussions during the program, they stated they understood their children further, found their aggressive attitudes embarrassing, and the new educational methods would be helpful, thus being expectant and curious about the program. This is in

accordance with Kim 's (2007) research [9], where the subjects objectified and apprehended the movie situation and their own problems by observing the behaviors of the movie characters and answering the questions about their own problems and therefore trying new methods of DO - THINK - FEEL.

It appears to be the perceiving the anger of the characters in DVDs and trying to receptively accept the proper strategies to relieve anger in the position of supervising and administering. The most influential point appears to be that the parents tried to be retrospective and change their own behaviors, and develop the ability to understand their relationship with children.

They reported that the parenting skills introduced in the shirt, shoe-race, and kicking cases in the DVDs were highly helpful in managing their anger. As they performed activities such as empathizing, T message, Choice Activity, writing letters of encouragement, and making promises of becoming caring parents themselves, they acquired the regret of making improper anger expressions toward their children and the determination to try new methods afterward, both of which appears to have had influence on the effects of the program.

This is also in accordance with Kim's (2009) research, which insists a movie is a powerful instrument in learning proper problem-solving methods. The parents from the experimental group found it helpful to share the assignments of practicing anger management each session, which would have motivated them to recognize the importance of being encouraged and practice encouraging with their children.

DVD forms a context of video text, in which the parents can objectively observe their present role as a parent, explore their anger relative to the problem, and identify themselves with the characters to advance to the state of sympathizing understanding. The process of associating them with their own cognition, feelings, and behavior, as well as understanding what they did not wanted to acknowledge, would have been a positive instrument to the effect of the program.

Another meaningful consequence was the statements that they will take less a intense attitude of parenting after they understood the fact that parents' expectation is different from the children's real situation by observing the behaviors of the characters in the videos.

Since the subjects of this research were parents from welfare facilities of one specific region, follow-up studies in various regions would be desirable. Follow-up studies pairing the parent and the child in early childhood, childhood, and adolescence will derive more meaningful results. Second, the subjects were limited to the parents with the highest anger levels and were reluctant to participate at first, although they finally agreed to volunteer. Extra programs are required for those who did not want to participate in this experiment or cannot participate because of their work. Third, since the parents under financial pressure or heavy stress may have different parenting methods, solutions and effective plans in consideration of socioeconomic culture would also be necessary.

This paper was supported by Research Funds of Kwangju Women's University in 2016 **(KWUI16-030)**.

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