



The Effectiveness of Educational Psychological Program on Solving Jealousy between Children and Their Favorable Interaction

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ABSTRACT

Background and Aim: The current research was conducted with the aim of the effectiveness of the educational psychological program on solving jealousy between children and their favorable interaction. **Method:** The research method was quasi-experimental, The statistical population of the research was all the parents of elementary school children along with their children in Kish Island in 2018-2019. Method and with a pre-test, post-test and follow-up plan with the control group and then randomly divided into two equal groups of test and control. The experimental group underwent jealousy control training for 8 sessions of 90 minutes and one session every week. The control group did not receive any intervention during this period. The research subjects were evaluated by the jealousy questionnaire (Velizadeh and Azarbaijani, 2010) and the sister-brother relationship questionnaire (Hetherington et al., 1999) in the pre-test, post-test and follow-up stages. **Results:** Analysis of covariance test was used to analyze the data. The results of the test findings showed that the educational psychological program of jealousy control has improved the resolution of jealousy between children and their favorable interaction, and these results are stable in the two-month follow-up. **Conclusion:** The training of this program is suggested for couples in counseling centers and in schools.



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Introduction

To get a better understanding of parent-child and peer interaction in children, it should be studied in the form of mother-child and father-child interactions. The relationship between parents and children is one of the important issues that has attracted the attention of education experts and researchers every year. The family is the first base that creates a bond between the child and the surrounding environment. In the family, the child learns the basic ideas about the world, develops physically and mentally, learns the ways of speaking, and learns the basic norms of behavior. Finally, his attitudes, morals, and spirits are formed, and he becomes social (Rahrovan et al., 2019). How parents treat their children is important in forming children's behavioral systems. The relationship between parents and children, such as rejection, excessive control, excessive protection, patterning of anxious behaviors, and irrational and dry beliefs of parents, play a significant role in childhood behavioral problems (Khanjani, Peymannia, and Hashemi, 2016). Based on research conducted in the field of children's interaction with their parents and peers, the results showed that the relationship with the primary caregiver is an important source of support or stress during the school years (Cooke, Kochendorfer, Stuart-Parrigon, Koehn, and Kerns, 2019). The quality of the mother's relationship is correlated with: child's adjustment (Kretschmer et al., 2016), children's social behaviors (Masse, McNeil, Wagner, and Qoetsch, 2016), low levels of psychological distress in adulthood and psychological well-being (Hossein Khanzadeh & Mirzaei, 2017) and parent-child conflict will cause behavioral problems in children and with their peers (Gadaire, Henrich and Finn-Stevenson, 2017).

Although the relationship between parents and children is very important, the relationship between siblings is even more critical. Because they often spend more time with each other than with their parents (Katz, Tener, & Hindi, 2021). This long relationship is likely to affect the memory, way of life, and attitude of siblings until adulthood and even until the end of their lives. At the same time, such a long relationship with the parents is impossible due to their age. On the other hand, the relationship between siblings differs from the relationship between parents and children. For example, some of the earliest life lessons about partnership, competition, and

compromise are learned through a sibling relationship in which there is negotiation, cooperation, and competition (Pasqualini & DE Ross, 2020).

In this regard, one of the psychological variables aimed at positive or negative consequences that have attracted the attention of educational researchers in the contemporary research literature is the issue of jealousy and the psychological education of issues related to jealousy for children. Jealousy is a complex emotional experience and occurs when people experience the loss of love or attention from a valued person to their rival (Loser, 2017). Recent research has emphasized the importance of this emotion in children's daily lives and has discovered that children show a wide range of emotional and behavioral responses to situations that involve losing their caregiver's attention to a sibling or peer (Magagna, 2014; Volling et al., 2014). Perceiving the loss of a loved one's attention to another person can elicit a combination of emotional and behavioral responses, often referred to as jealous protests (Hamwey & Whitman, 2021). This typically involves a negative emotional response, including sadness, fear, and anger, and approach-type behaviors to approach the valued person (Kokkinos, Kountouraki, Voulgaridou, & Markos, 2020). Developmental psychologists have investigated factors associated with differences in children's manifestations of jealousy. Positive parental marital relationships, maternal sensitivity and acceptance, early birth order, and lower sibling rivalry are all associated with less jealous behaviors (Chung & Harris, 2018). Jealousy is a combination of experiencing unpleasant psychological states, including a sense of inferiority, mental injustice, and anger that we tend to hide from others (Sadat & Yadolahi, 2019). Based on this, these negative emotions may motivate several anti-social behaviors, endangering personal benefit to reduce the benefit of others and happiness in response to the failure or loss of others (Al-Ghani, 2016). Many studies have shown that feeling jealous strongly affects destructive behaviors in children (Huang, Dong, and Wyer, 2017). The feeling of jealousy can damage people's relationships at all levels, affect the quality of a person's life and reduce the satisfaction of people's relationships (Birjandi, Ghotbi, and Shairi, 2018). Also, the feeling of

envy towards others makes the relationships with peers and parents dark in children destroying the desire to cooperate. As a result, opportunities are lost, and inefficiency arises in the individual (Zulfaqari, Najarian, and Najarian, 2015). Researchers in this field have pointed out various explanations for the effectiveness of psychological training in solving jealousy in children. Some studies have suggested that psychoeducation reduces children's resolution of jealousy, child psychopathology symptoms and behavioral problems (Pinto et al., 2019; Miller & Gondoli, 2017). Therefore, the importance of childhood and the appropriate contexts of this period for development and learning appropriate social behaviors have caused researchers to pay special attention to it. In addition, various studies emphasize the role of the family factor as a factor that has a special effect on the appropriate development of the child or the occurrence of behavioral problems. In the meantime, jealousy harms the main factor of the child's proper development due to the destruction of the quality of the parent-child relationship, and this damage may last a lifetime. On the other hand, sibling relationships, which can have the greatest impact on a child, may turn into constant conflict and conflict and weaken the quality of relationships due to the aggressive and jealous behaviors of these children. Therefore, despite the growth of theoretical perspectives and effectiveness studies in the field of solving jealousy, the limited research literature has investigated mediating factors. On the other hand, few studies have been done on children's interaction with parents and peers. This research aims to investigate the effectiveness of psychological training to control jealousy, reducing jealousy and the interaction of children with their peers. Therefore, the research wants to address this issue: Does the educational, psychological program to control jealousy among children affect solving jealousy between children and their favorable interaction?

Method

The research method was quasi-experimental and the design used in this research (pre-test-post-test design) with follow-up with the control group. The statistical population of the present study includes all volunteers from two public schools and two non-profit schools for girls and boys of Kish Island, along with their parents, in 2019. A cluster sampling method was used to select the sample. In this way, two public schools and two non-profit schools for girls and boys were randomly selected from the four primary schools

of Kish Island. The school selected 40 parents of elementary school children along with their children, then qualified people were replaced in groups and randomly placed in two groups of 20 people (experimental group (20 people) and control group (20 people)). The experimental group was subjected to the educational and psychological program, and the control group remained on the waiting list. It should be noted that the necessary permits were also obtained from Kish Island Education. It is worth mentioning that, in all implementation stages, the researcher was in close interaction with the participants; he responded to their ambiguity and possible problems.

Tools

1. Valizadeh and Azarbaijani's Jealousy Assessment Questionnaire (2010): The jealousy assessment questionnaire was made by Valizadeh and Azarbaijani (2010) with 40 items. This questionnaire is graded on a 5-point Likert scale. To interpret each subject's score, his score should be compared with the average of the scale (120). Therefore, those who score 200 on this test have very high jealousy, and those who score 40 have very low jealousy. This questionnaire examines jealousy in three axes, cognitive, behavioral, and emotional. The axes and items of this questionnaire are made with an Islamic approach. To calculate the validity of the test, Cronbach's alpha method and split half method were used. Cronbach's alpha coefficient of the whole scale is reported as 0.91 and it can be said that the scale has high reliability. To check the validity of the content, the opinions of twenty experts and experts on Islamic and psychological topics were considered. According to experts, 87.6% of the items in this questionnaire are related to the measurement of jealousy, that is, according to the experts, these items are highly related to jealousy.

2. Hetherington et al. Sibling Relations Questionnaire (1999): This scale was created by Shaffer and Egerton (1981) to evaluate sibling relationships in families with and without disabled children. It was then revised and revised by Hetherington and Klingampiel (1992). The revised form of this scale used in the present study was prepared by Hetherington, Henderson, and Reis (1999). The said scale contains 32 items, and it is reversed for scoring some items (16-32). The range of scores for each subject is between 32 and 96. A score of 32 shows the lowest level of sibling relationships, and a score of 96 shows the highest level of sibling

relationships. This scale's total score is half the total score of the sister-brother relationship scale completed by parents. Using Cronbach's alpha method, the scale makers reported its reliability coefficient as 0.92. Also, in terms of validity, this scale is significantly correlated with all the subscales of the child behavior checklist. This scale was psychometrically validated by Abedi (2008) on Iranian students, and the reliability coefficient was reported as 0.93 by Cronbach's alpha method and 0.94 by the retest method.

Results

This section reported the average and standard deviation of jealousy scores between children in the experimental and control groups in the pre-test, post-test, and follow-up stages. As can be seen, the average in the two test groups in the post-test stage shows a change compared to the pre-test. Based on the results listed in the table, it can be described that the educational, psychological program has reduced jealousy subscales and increased positive interaction between children.

The results show that the F value calculated for the effect of stages (pre-test, post-test, and follow-up) is significant at the 0.05 level for all three components ($P < 0.05$) in relation to the intra-group factor. As a result, there is a significant difference between the mean scores of the pre-test, post-test, and follow-up scores of jealousy components among children in the three stages of pre-test, post-test, and follow-up treatment. The post hoc Bonferroni test results were calculated to check the difference between the averages in the treatment stages. The results showed a significant difference between the scores of the components of jealousy between the children in the stages of pre-test and post-test, pre-test and follow-up. Also, there is no significant difference between the scores of jealousy components between children in the post-test stage compared to the follow-up stage, so the scores of jealousy components between children in the follow-up stage did not change significantly compared to the post-test stage. According to the results, in relation to the interaction of the factors of the stages and the group, the F value calculated for the effect of the stages (pre-test, post-test, and follow-up) between the two groups of the educational, psychological program, and the control group at the level of 0.05 for the components of jealousy between children is significant ($P > 0.05$). As a result, there is a significant difference between the two groups' average scores on the pre-test,

post-test, and follow-up cognitive jealousy components.

The results show that the F value calculated for the effect of stages (pre-test, post-test, and follow-up) is significant at the 0.05 level ($P < 0.05$, $F = 47.26$) in relation to the intra-group factor. As a result, there is a significant difference between the average pre-test, post-test, and follow-up scores of desirable interaction between children in the pre-test, post-test, and follow-up stages. The post hoc Bonferroni test results were calculated to check the difference between the averages in the treatment stages. The results showed a significant difference between the scores of favorable interaction between the children in the pre-test and post-test stages, pre-test, and follow-up. Moreover, there is no significant difference between the scores of favorable interaction between children in the post-test phase compared to the follow-up phase, so the scores of favorable interaction between children in the follow-up phase did not change significantly compared to the post-test phase. According to the results related to the interaction between the stages and the group factors, the F value calculated for the effect of the stages (pre-test, post-test, and follow-up) between the two groups of the educational, psychological program and the control group is significant at the level of 0.05 (< 0.05 , $P = F = 32.91$). Therefore, there is a significant difference between the average scores of the pre-test, post-test, and follow-up of the desired interaction between the children in the two groups.

Conclusion

The present study aimed to investigate the effectiveness of the educational, psychological program in solving jealousy between children and their favorable interaction. The results showed that the method (educational, psychological program training) affected the scores of jealousy components between children, so the test group (educational, psychological program training) caused a decrease in the scores of jealousy components between children compared to the control group. The psychological, educational program has led to a decrease in jealousy among children. This research is consistent with the findings of (Choe et al., 2021; Farouq et al., 2020). Jealousy is one of the moral diseases that endangers a person's physical and mental health and causes chaos in the normal affairs of life. As one of the human emotions, jealousy has important consequences in social life. Jealousy in jealous people has different effects according to its amount, intensity, and weakness. Suppose it continues in

the attitude and thought of the person and the transfer of that thought to behavior and action. In that case, there are usually consequences such as neuroticism, sensitivity, and aggression. And depression follows. Therefore, some children sometimes act against their parents' opinion in life and cause problems between themselves and their parents, and failure to resolve this conflict has many problems in their lives. Many of the principles and methods of this program are successfully used in treating severe behavioral and clinical problems in children. This program addresses distressing emotional reactions, including anger, anxiety, and high levels of jealousy, and reduces conflict between parents and their children. The training of the psychological program has made the child appear more skillful in social situations. In fact, these skills will become the basis and principle of establishing healthy social relationships and away from jealousy. For example, Chung and Harris (2018) state in this context that the implementation of such workshops can increase parents' monitoring and attention to their children's affairs and familiarize parents with the strengths and weaknesses of their parenting methods. Also, Weiner et al. (2017) findings show that parents become sensitive to their parenting style by participating in these workshops and will evaluate their parenting style by monitoring it; they review their methods and modify them.

The results showed that the method (educational, psychological program training) affected the scores of favorable interaction between children, so the test group (educational, psychological program training) increased the scores of favorable interaction between children compared to the control group. The use of parent training programs for social development and coping skills is based on the fact that parents are the most important factor in the socialization of their children. Social and systemic learning theories highlight the impact of parents as interactive partners, direct guides, and providers of social opportunities for children. In addition, extensive research history and individual differences in the present pre-test-post-test comparison study indicate the improvement of problem-solving skills in raising children.

Among the research, limitations were the number of primary schools due to the corona pandemic and less cooperation of the officials with the researcher. Furthermore, the initial selection was not random, and the initial selection was based on the entry criteria. So, in this case, because the initial selection was not done randomly, the generalization of the findings should be made with caution. It is suggested that this research be taught more broadly in schools, educational centers, kindergartens, welfare centers, and

medical centers (both to children and parents), to help parents play their role as the most effective teachers. Accept their child's entire life and do not miss the golden age of their child, be thoughtful and active parents and provide an environment for their children that will help them in their all-around and optimal growth.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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