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Shabahang Jafarnejad¹
Hamidreza Khoshnezhad
Ebrahimi^{2*}

The Effect of Education on Anxiety and Social Adjustment of Parents with Children with Corona Referred to Ali Asghar Hospital

Abstract

*Covid19 may cause experiences of psychological disorders such as anxiety and depression, stress in families and children. The psychological impact of the coronavirus in all patients should be considered in addition to physical symptoms. Method: In the training intervention group, 4*45 min sessions per week, was conducted by telephone and online. Items such as how the disease occurs, the factors that cause its symptoms and complications, treatment of the disease, the need for treatment of the disease, lifestyle changes, the need for preventive activities such as masking, use of alcohol spray, quarantine, avoid touching contaminated surfaces and avoid losing with friends and relatives and follow proper nutrition tips, advise to calm and stress caused by corona, should be receptive and listened and managed. Support the child. Provide a suitable environment during quarantine. Ask for help from support centers if needed. Have a flexible but regular daily schedule to teach your child to keep a safe distance. Have family coordination at home. Results: According to the obtained results, we found that the distribution of Beck anxiety scores in the pre-examination, post-examination and follow-up stages is normal and the p-value is greater than 0.05 (p 0.00.05). It can be concluded that corona education to parents has been significantly effective in reducing their mean anxiety. scores in the post-examination stage is greater than the significance level (p 0.0 0.05). Therefore, it can be concluded that the difference between the mean adjustment scores at different times is different according to the studied variables. Conclusion: The results of the present research demonstrated that after training anxiety and adjustment in the two groups, information support of patients' families will help them to better adapt in the face of stressful situations. Thus, educating the patients and their family increases the level of information and reduces the anxiety of the patient and the family and reduces the problems facing of the disease. Although families experience high stressors from the corona, but providing the necessary training for parents and increase supports may be necessary to be successful.*

Keywords: Education, Anxiety, Social Adjustment, Parents, Child with Corona.

Introduction

In December 2019, a new infectious disease was identified in Wuhan, China. (Zhu et al., 2020) The virus spread around the world quickly, and

led to many deaths. (Wang et al., 2020b) Rapid outbreak with international consequences, the corona was introduced as epidemic by the World Health Organization on March 11 (Dutta, 2020).

Shabahang Jafarnejad¹, Emergency Medicine Management Research Center, Iran University of Medical Sciences, Aliasghar Children Hospital, Tehran, Iran.

Hamidreza Khoshnezhad Ebrahimi^{2*}, Emergency Medicine Management Research Center, Iran University of Medical Sciences, Aliasghar Children Hospital, Tehran, Iran.

Email: khoshnezhad.hr@iums.ac.ir

Considering to the effects of the corona on people, the corona crisis has shown a significant psychological impact on individuals. A survey in China found that approximately thirty-five percent of people experience significant psychological distress, and have experienced a variety of mental disorders - for example, anxiety and depression - caused by this disease. (Qiu et al., 2020) And protecting mental health during a pandemic is emerging as one of the greatest challenges for scientists, policymakers, and administrations. (Holmes et al., 2020) Children can also be susceptible to corona effects because they are less capable to interpret events related to the epidemic (Wang et al., 2020a).

The psychological impact of the coronavirus virus should be considered along with the physical symptoms for all sufferers (Shigemura et al., 2020, Zhou et al., 2020, Khosravi et al., Derakhshan et al., 2011) Worldwide, the corona epidemic causes hesitancy, anxiety, panic, depression and isolation among individuals. Especially in the field of health and economic affairs. In families, parents are asked to deal with the extra stress and emotional problems caused by the closure of schools and quarantine of their children at home (Fegert et al., 2020, Halvorsen et al., 2020, Khosravi and Dezfouli, 2020, Dezfouli and Khosravi, 2020, Mahmoudinezhad Dezfouli and Khosravi, 2021). Despite the serious problems that families face during the corona epidemic, strong leadership of family - characterized by nurturing, guiding and supporting the character - is essential (Walsh, 2015) There is great reason to be concerned about the efficacy of corona on the health of the general people. Epidemic disease represents a global crisis not only in general health and economic stability but also in health of families (Prime et al., 2020). Studies comparing the signs of post-traumatic stress disorder in normal families in Alexandria in epidemic conditions demonstrated that stress levels are significantly higher for quarantined children (Sprang and Silman, 2013). Also, studies show that violence and vulnerability for children are increasing (Rothe et al., 2015).

In a study by Wang et al., it was demonstrated that 75.2% of studied individuals were concerned about their family members' illness. Also, 53 percent of cases perceived the mental impact of corona as "moderate" or "severe" (Wang et al., 2020a) Epidemics, such as corona, pose potential risks to the development of children, which may be caused by the risk of disease, protective quarantine, social isolation, and incremented stress levels of parents and caregivers. This condition may become an unfavorable childhood experience and can cause a lot of stress, thus affecting the development of the brain, individual and collective health, and

mental and physical health; it may also cause long-term cognitive impairment. Studies on the impacts of corona pandemic on children's health and mental development can help guide strategies to promote child development. Many parents try to work remotely in home also take care of children. Parents with a school child also face new school demands at home. Despite the high level of economical uncertainty that numerous families face, parents often care for their children under difficult circumstances and even with narrow resources. (Cluver et al., 2020) The presence of disease may increase the role conflict and increase responsibility Studied have shown that there is an incremented risk of domestic violence and child abuse at the period of quarantine, considering the decreased social contact and external social support (Brown et al., 2020, Campbell, 2020, Rahimi and Karimian, 2020) Quarantine and staying at home has reduced access to community social services and increased psychological stress during this period. (Durlak and Weissberg, 2007).

Numerous families are quarantined at home and under a lot of stress, and in-person support is not available for them. Quarantine, social isolation, and incapability to implement coping mechanisms such as taking up personal space, meeting family-members or friends, or going to the mall or the cinema, eating out, or driving long distances in a car or motorcycle with another person may increase stress. (Imran et al., 2020, Karimian and Delavar, 2020) Older children and adolescents may lose out at birthday parties, school games, socializing with friends, and sports activities such as playing cricket or football. As well as the impossibility of meeting grandparents, aunts, and friends cause to feel frustrated. (Davis and Clifton, 1995) (Information on the impact of pandemics on parents and children helps relevant policymakers develop strategies to help families cope with epidemic / pandemic problems and ensure healthy development for their children).

The article states that research is required to evaluate the direct and indirect psychological effects of epidemics to enhance treatment, mental health care planning, and preventive measures during subsequent potential epidemics. (Vindegaard and Benros, 2020). To get through this difficult time, children and adolescents must take care of their mental health, coping strategies, and positive psychological patterns. (Imran et al., 2020) As the epidemic continues, supporting for bereaved children and adolescents, and issues of parental unemployment or losing household income is important.

The mental health status of children must be evaluated to assess how long school closures, social isolation, and the pandemic affect their mental health (Lee, 2020). Results of different studies suggest that although families are

Table 3.

Pre-examination, Post-examination and Follow up in Two Groups Control and Intervention

group	Average	SD	Average	standard deviation	Average	SD
Intervention	2/780	0/89	0/993	0/322	0/998	0/243
Control	2/099	0/70	2/078	0/95	2/143	0/86

According to the table above, the average of the intervention group in the pre-examination stage is 2.780, which has decreased to 0.993 in the post-examination stage. This value was 0.998 in the follow-up stage, which decreased in comparison with pre-examination and increased compared to the post-examination. In the control group, the average of the pre-examination stage is 2,099, which has decreased to 2,078 in the post-examination stage. This amount has increased to 2.143 in the follow-up phase. To test the research hypotheses, analysis of variance with repeated measures design was used. Before using the analysis of variance test, considering that the sample size is 25 people in each group, the data normality test should be performed. For this purpose, we used the Kolmogorov-Smirnov test, which according to the obtained results, we found that the distribution of Beck anxiety scores in the pre-examination, post-examination and follow-up stages is normal and the p value is greater than 0.05 (p 0.00.05). Also, the results of Mochelli test to investigate the hypothesis of homogeneity of variances showed that Mochelli statistic with chi-square is not significant at the 5% error level and the assumption of equality of variances is observed. The following table reports the results of repeated measures analysis of variance test to examine the dissimilarities between the Beck Anxiety Research sample in three stages: pre-examination, post-examination and follow-up.

Table 4.

Intra and Inter Groups

	Source	F	Significance level	Effect volume	Statistical power
Intra-group	Time	21/65	0/000	0/69	0/94
	Time * Group	20/67	--	0/70	0/98
	Error	--	--	--	--
Intergroup	Group	7/04	0/000	0/57	0/80
	Error	--	--	--	--

According to the above table, we find that the effect of measurement time on Beck anxiety scores is significant. Therefore, it could be said that there is a considerable difference between the average scores of disease anxiety in pre-examination, post-examination and follow-up. The efficacy of interaction between time and group is also significant. Therefore, it can be concluded that the difference in the average scores of illness anxiety at different times varies according to the variable levels of the group. Also, according to the table, it can be said that the effect of the group on the anxiety scores of the disease is significant. Therefore, it can be concluded that regardless of the time of measurement, there is a significant difference between the average scores of Beck anxiety in the experimental groups. Since the effect of interaction between intra-group factor at the time of measurement and factor between group was significant, the simple intergroup effect with respect to intra-group factor levels was investigated using the Benfroni post hoc test, which can be seen in the table below.

Table 5.

Step A	Step B	Significance level
pre-exam	post-examination Follow up	0/14 0/000
post-examination	Follow up	0/000

According to the table, we find that in the pre-examination stage, there is no considerable difference between the average scores of Beck anxiety in the experimental groups. However, in the post-examination stage, the average scores of the experimental group were significantly lower than the follow-up group, with a probability value of 0.000. It can be concluded that corona education to parents has been significantly effective in reducing their mean anxiety scores in the post-examination phase. Also, according to the table, in the follow-up stage, the average scores of the Beck anxiety group were considerably lower than the control cases.

The findings of this section are related to the compatibility questionnaire.

Follow-up Post-examination
Pre-examination.

Table 6.

Compatibility Questionnaire Findings

group	Average	S D	Average	S D	Average	S D
Intervention	0/89	0/05	0/02	0/07	0/09	0/04
Control	0/84	0/22	0/65	0/03	0/93	0/42

From the table above, we can see that the group average in the pre-examination stage was 0.89, which has decreased to 0.02 in the post-examination stage. In the follow-up phase, this group therapy gave us an average score of 0.09, and this amount increased compared to the pre-examination and post-examination. In the control group, the mean of the pre-examination stage was 0.84, which is 0.65 in the post-examination stage, and by comparing these two averages, we find that the trend has been decreasing. The mean in the follow-up stage incremented in comparison to pre-examination and post-examination and reached 0.93.

Analysis of variance with repeated measures design was used to test the research hypotheses such as Beck anxiety. Also, to use the Kolmogorov-Smirnov test, check the normality of the data. The findings of this normality test showed that the distribution of adaptation scores in the three stages of pre-examination, post-examination and follow-up was normal and their probability was greater than the significance level ($p < 0.05$).

Also, the results of Mochelli test to investigate the hypothesis of homogeneity of variances showed that Mochelli statistic with chi-square is not significant at the 5% error level and the assumption of equality of variances is observed. The following table reports the results of repeated measures analysis of variance test to investigate the differences between the adaptation research sample in three stages: pre-examination, post-examination and follow-up.

Table 7.

	Source	F	Significance level	Effect volume	Statistical power
Intra-group	Time	19/67	0/001	0/87	0/99
	Time *	17/98	--	--	--
	Group	--	--	--	--
	Error				
Intergr oup	Group	5/90	0/000	0/69	0/88
	Error	--	--	--	--

According to the above table, we find that the effect of measurement time on compatibility scores is significant. Therefore, it could be said that there is a considerable difference between the mean scores of adaptation in pre-examination, post-examination and follow-up. The efficacy of interaction between time and group is also considerable. Therefore, it can be concluded that the difference between the mean scores of adjustment at different times is different according to the variable levels of the group. Also, it can be said that the effect of the group on the anxiety scores of the disease is significant. Therefore, it can be concluded that there is a significant difference between the mean scores of adaptation of the experimental groups, regardless of the time of measurement. Since the effect of interaction between intra-group factor at the time of measurement and factor between group was significant, the simple intergroup effect with respect to intra-group factor levels was investigated using the Benfroni post hoc test, which can be seen in the table below.

Table 8.

Step A	Step B	Significance level
pre-examination	post-examination follow-up	0/09 0/000
post-examination	follow-up	0/000

According to the table, we find that in the pre-examination stage, there is no considerable difference between the average scores of adaptations of the experimental groups. However, in the post-examination stage, the average scores of the experimental group were significantly lower than the follow-up group, with a probability value of 0.000. As can be concluded from the table, in the follow-up stage, the average adjustment scores of the group are significantly lower than witness group.

Discussion

The objective of this research was to assess the efficacy of education on anxiety and social adjustment of parents with children with corona at Ali Asghar Hospital. The results showed that there was no considerable difference between the average adjustment scores of the experimental groups in the pre-examination stage. But in the post-examination stage, the average scores of the experimental group were significantly lower than the follow-up group, with a probability value of 0.000. In the pre-examination stage, there was no considerable difference between the mean scores

of Beck anxiety in the experimental groups. But in the post-examination stage, the average scores of the experimental group were significantly lower than the follow-up group, with a probability value of 0.000. It can be concluded that corona education to parents has been significantly effective in reducing their mean anxiety scores in the post-examination phase. Another study stated that it is important to support parents and reduce the psychological effects of corona. (Chung et al., 2020) In our study, educating parents about anxiety and their adjustment improved the results of studies such as the effectiveness of positivity education the effectiveness of positive psychotherapy group approach on increasing the happiness of mothers of children with special needs the effect of anger management training on increasing the mental health of mothers with disabled children the effectiveness of education on parents has also been shown.

In Hakim's study, it is stated that by educating parents of children with ostomy through the model of empowerment Family-oriented knowledge of caring for and prevention of pediatric ostomy complications can be increased (Hakim et al., 2015). Although the present study did not use the family-centered empowerment model, but re-education of the disease in children has been effective in parents. Education and information reinforcement also help families to be able to take responsibility for controlling the disease (Ghasemi et al., 2018) Another study mentioned that seems to be aware of various aspects of the disease, treatment process, problems caused by not following Health care providers 'guidelines and the importance of family observance increase parents' understanding of the threat. At the same time, participating in a group, where parents, with the same problem, discuss with group members to solve their problems (problem identification, purpose, understanding of solutions and planning) their desire to participate increases. On the other hand, their presence in educational discussions on their needs and the transfer of their information to a family member improves their caring behavior and reduces their caring burden. (Shoghi et al., 2019). During isolation in the corona epidemic in Italy in this study 1226 parents expressed their consent to participate in the study and a demographic questionnaire, information on specific corona impressions and measures of emotional fatigue, parental resilience, social communication and distress Psychologically completed during isolation. Findings showed that 17% of cases had considerable parent-related fatigue, with mothers severely affected. Multiple regression analysis demonstrated that more burnout was related to parents with psychological distress, lower parental resilience, less understood social relationships and single parents, as well as having

children with special needs, having many children and having younger children. Adds advice to prevention plans to assist parents throughout the covid-19 pandemic. Mental health professionals and social workers must be informed about the consequences of isolation and social distance on parents and consequently child well-being. (Walsh, 2015) Study on physical activity and the relationship between parental stress and quality of life in working mothers during the Corona epidemic, which studied 200 employed mothers from the United States in a cross-sectional research, found that moderate-intensity physical activity may have an adverse effect on parental stress and living satisfaction of working mothers during the corona. (Limbers et al., 2020) which in the educational programs of this study was also recommended physical activity and exercise. A study was conducted on the efficacy of social support on psychological health in Chinese children in the time of covid-19 pandemic; in this study a total of 7202 cases aged 14 to 18 years participated. The relationship between depressive symptoms (Patient Health Questionnaire-9), anxiety symptoms (Chinese version of the 7-item General Anxiety Disorder Scale) and social support (Social Support Scale) was evaluated in this study. The findings showed a greater prevalence of mental health disorders among adolescents with moderate to low social support was observed during the corona outbreak. (Qi et al., 2020).

A family-centered plan reduces the anxiety, stress, and depression of caregivers because of the feasibility, simplicity, and usefulness of the intervention. The plan concentrated on the mental issues of caregivers and the emphasis on empowering them to help them manage their problems in the difficult situations and to achieve greater mental strength in the process of care (Etemadifar et al., 2018) Health caregivers through family involvement in Disease Control can reduce Patients' and Self-Problems (Rajabi et al., 2016). A study was conducted by by Metoo et al. to assess the impact of educating parents on the quality of life of children with diabetes, it was found that educating parents not only enhances the quality of life and stress reduction of the child, but also the care of parents by communication with the child, promotion of effective care and more effective coping with problems related to Sickness. Thus, the children would have an improved quality of life. Therefore, this study highlights the need for educating parents about the effects of chronic diseases that affect the quality of life of the child and his family and helps them learn appropriate ways to deal with the effects of these diseases (Khanjari et al., 2019). In a study entitled "Family Support and Its Relationship to Follow-up Treatment in Patients Suffering from Chronic Illness", Agroal et al. found

that patients who were deprived of adequate family involvement followed a treatment plan. (Aggarwal et al., 2010) In the present study, by educating parents about methods of disease prevention and control and transmitting education to children with disease, be effective in the treatment process.

Conclusion

The findings of the present research demonstrated that after training anxiety and adjustment in the intervention group decreased compared to the control group, information support of patients' families will help them to better adapt in the face of stressful situations. In fact, educating the patient and the family would increase the level of information and reduces the anxiety of the patient and the family and reduces the problems in the face of the disease. Although families experience high stressors from the corona, providing the necessary training for parents and increasing support may be necessary to be successful.

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