

The Effect of Musical Activities Programs on Parenting Efficacy and Resilience of Mothers with Preschool Children

Shinhong Min*

Division of Health Science, Baekseok University, Korea; shmin@bu.ac.kr

Abstract

The purpose of this study is to investigate the effect of musical activities program on the parenting efficacy and resilience of mothers with preschool children. Data collection was conducted from a total of 53 mothers, including 27 for the experimental group and 26 for the control group, of a Women's Health Centre in C city from January 6 to February 24, 2014. The experimental group participated in a musical activities program focused on music appreciation and singing for a total of 8 sessions, for 50 minutes a session, once a week and for 8 weeks; the control group did not participate in any program. The musical activities program given to the experimental group was carried out in this order: music listening for relaxation → music listening → singing. According to the findings of the study, the experimental group that had musical activities program showed a statistically significant increase in the parenting efficacy and resilience compared to the control group. It is offered that, through the findings of this study, the musical activities program serve as a useful emotional support program to increase the parenting efficacy and resilience for mothers who are nurturing preschool children.

Keywords: Mother with Preschool Children, Musical Activities Program, Parenting Efficacy, Resilience

1. Introduction

Among the developmental stage of a child, infancy and preschool is a critical time in the developmental process of the child. Infancy is a time to form the basis for becoming a member of society¹ and preschool is a time to show the most dynamic and rapid development among the human development process². These mothers of preschool children have difficulty in parenting because they have increased psychological tension and more parenting stress than mothers of infants and school-age children^{3,4}. In particular, mothers feel the joy and satisfaction by raising children, but child raising may negatively affect mothers because the responsibility as a mother and resulting burden accompanied act as stress⁵. What plays an important role in the mother's parenting behavior and adaptation as a mother in such parenting is parent-

ing efficacy⁶. Reference⁷ defined the parenting efficacy, such expectation and judgment of their capability performance as parents, as mothers' self-evaluation of their ability to help adjusting to parenthood, to play an important action that motivates to well manage the problems or difficulties related to the parenting, and to raise children. In addition, reference⁸ defined the parental efficacy as the cognitive efficacy, which means the parental perception that is able to rear and discipline children and better solve the problem even when problems happen to children and reference⁹ defined the parental efficacy as the emotional efficacy, which is the parental belief about their parenting skills and affects their lifestyle and emotional responses including the techniques to successfully perform challenges encountered under rearing conditions. In particular, the parenting efficacy felt while raising a

*Author for correspondence

child is known to have a positive impact on the performance of parenting mother¹⁰.

Meanwhile, resilience is the ability to go back to the original place when power was removed from the transformation by forces and is the term to explain 'a tendency to come back', 'recuperative power,' and 'elasticity,' in a dictionary meaning, but 'resilience' as the psychological constructs means the achieving of positive outcome of development avoiding maladaptive outcomes under the unfavorable condition of the children¹¹. Reference¹² defines resilience in development psychopathology perspective as the 'aggressive process to perform the function correctly by successfully dealing with the situation amid the crisis and stress of daily life without a negative effect and without frustration.' The definition of resilience is somewhat different between the researchers, but a person with superior resilience overcomes difficult and serious situation successfully, has excellent adaptability +to reality, is active in the developmental process, and positively solves the problem to play the role of providing the basis of the challenge for the future and significant effect on the ability to take advantage of the internal factors and external factors. Reference¹³ has reported that the resilience of the parents is very important in many aspects in her study on the relationship between resilience of children and the resilience of parents. First, the resilience of parents changes the stress from everyday life into a positive force. Second, the resilience of the parent provides a high level of care. Third, the resilience of parents has a direct impact on the formation of the infant recovering resilience. As such, resilience of the parents is very important in various aspects, and is gradually formed and changeable in the development process through the dynamic interaction of the individual and the environment.

Music is accompanied with pleasure regardless of era and society, is influential to be able to form a consensus; the fun that music provides allows us to experience deep aesthetic experience, affecting inner world and emotions of human. Musical appreciation is the widely used most fundamental part of the music program and allows music experience without physical and psychological burden of the music listeners, so is usefully used for the psychologically and psychologically vulnerable subjects¹⁴. Music listening helps relax tension and relieve anxiety and depression by providing a familiar sensory stimulation¹⁵. Also, one characteristic of songs is that songs enable to communicate the subjects' problems, their past or present unsatisfactory needs or desires, their happiness and their

loneliness. Participants can recall the times when they were sad or happy, can further provide an insight into current issues, and remove their immediate dissatisfaction (discomfort) such as stress and depression¹⁶. In other words, it can be a powerful catalyst to recall experiences and feelings with the relaxation of emotions¹⁷. Based on these facts, they can be freed from anxiety, depression or stress by stabilizing depressive emotions in a way that does not strain body by singing and music listening, and they can discharge the problematic situation by expressing their feeling, desires and emotions.

In particular, the reasons why music is effective for efficacy enhancement are the following characteristics of the music¹⁸. First, the music is the space that reflects the human reality. Music is a well organized structure so as to provide these specific circumstances¹⁹. Therefore, music can be a mediator affecting the efficacy because it enables an individual to experience emotional arousal through these musical elements in the music and provides an environment that can help to control it. Second, the music pays an immediate compensation to man in itself. Owing to the immediate auditory feedback, music allow individuals the experience itself significant without specific reward from the outside, and it can meet the intrinsic motivation because it gives a sense of accomplishment²⁰. Accordingly music helps earn more positive self-image and self-esteem through high-quality perfection, so it can be a medium that has a positive impact on the efficacy that is believed to be a being that can succeed an accomplishment. Third, the flow experienced by music helps self-realization. Music results in a flow where only oneself, environmental stimulus and response, and minimal awareness of this exist during the process of musical goal-setting and its accomplishment²¹. Because this flow provides intrinsic motivation to individuals and leads Optimal Experience at the same time; so, when flow and optimal experience are repeated in music, individual inner motivation is strengthened, resulting in the increase of an individual's ability by the repeating of the process of higher performance target-setting and accomplishment in a flow²². Therefore, music can be a mediator that has a positive impact on efficacy because it not only helps self-awareness of and fulfills individual's wants and needs within music but also enables to identify the value of the inner presence. Fourth, music has a dynamic power. This means that music also has the characteristics that lead to changes in the desired action, or imply certain finality²³. Therefore, musical elements that the music has can-

not be completely separated, but they can be used after highlighting or magnifying a special element in order to achieve the objective, so music may be an effective mediator affecting efficacy. In addition, active research is being conducted in various areas on the resilience, which is lacking in music therapy, however, but the music therapy is being used for various applications in the sub-elements of the resilience such as control, positivity and sociality²⁴, so it would make sense to find out how the musical activities program affects the parenting efficacy and resilience targeting the mothers nurturing preschool children.

Therefore, this study is aimed to evaluate the impact of the music activity program on the parenting efficacy and resilience by applying singing and music listening of preferred and soothing music for mothers of preschool children.

2. Research Objects and Research Method

2.1 Research Objects

This study has used a nonequivalent control group pre-test-posttest design to explore the impact of the musical activities program on the enhancement of the parenting efficacy and resilience for the mothers of preschoolers. This study was conducted from January 6-February 24, 2014 in the community center of C city for a total of 8 sessions, 50 minutes a session. The experiment was conducted in the program room of the community center, utilizing independent space to minimize the noise or stimulus from the outside. Pre-test of the parenting efficacy and resilience of this study was performed by the same method as for the two groups, by the author and 3 assistant researchers a week before the musical activities program, and the post-test was conducted after the program was finished.

2.2 Research Tool

The used tool for the parenting efficacy was the parenting efficacy measure developed by reference²⁵ and was modified and complemented by reference²⁶ using her construct validity and reliability. This tool consists of a total of 16 questions including cognitive efficacy (9 questions) and emotional efficacy (7 questions), measuring the perception of the ability of a parent. The questions are measured by Likert scale from the score of 1 for 'not at

all' to 5 for 'very much so', the higher score meaning the higher parenting efficacy. The seven questions measuring the motional efficacy were reverse coded. Cronbach's alpha reliability coefficient was .82 in the research of reference²⁶ and the Cronbach's alpha coefficient of the parenting efficacy was .86 in this study.

In order to measure the mother's resilience, the modified translation tool of reference¹³ of the 'resilience index test Resilience Quotient Test (RQT)' developed by reference²⁷ was used. This tool consists of seven sub-factors - emotional regulation, impulse control, optimism, cause analytical power, empathy, self-efficacy and active challenge - with a total of 56 questions, 8 questions for each sub-factor. Each question is measured by Likert 5 point scale, from 1 point if 'not at all' to 5 points if 'very much so'.

2.3 Data Analysis

The data collected for this study were analyzed using the SPSS WIN 18.0 program. For the characteristics of study subjects, the frequency and percentage were calculated by a frequency analysis and the Independent t-test was performed to verify the identity of the test and control groups. A t-test was conducted after the experiment to determine if there is a significant difference in the pre- and post-tests between the two groups.

2.4 The Musical Activities Program

The musical activities program of the study consisted of 3 steps for 8 sessions, with 50 minutes each session, in the order of stress relaxation (10min) → music listening (20 minutes) → singing (20 minutes). Songs that had been used in the study of reference²⁸ was also selected for this research. Mainly legato melody-focused music was chosen taking into account the characteristics of the soothing music for relaxation, with narrow range of notes, no sudden change in melody, and repeated and homozygous progress. Electro-Acoustics were rarely used, but flute and piano were mostly used for the music, which calm or peaceful feeling as a whole. For listening and singing, the music preferred by the subjects was used. After completing each session, questions and answers were made about the preferred genre, song and artist to help select the songs for the next session, and 3-4 songs was used each session for singing and listening. Most of the subject-favorite music was popular songs with lyrics; the fact of the songs used in

each session was given to the subjects including lyrics, composers and names of singers for their information for the activities.

3. Research Findings

3.1 General Characteristics

General characteristics of the study subjects are shown in Table 1.

Table 1. General Characteristics of the subjects

Characteristics	Category	Experimental group	Control group
Age(years)	20-29	6(22.2)	6(23.1)
	30-39	21(32)	20(76.9)
	M(SD)	31.62(2.78)	31.80(3.37)
Education level	≤high school	8(29.6)	8(30.8)
	university	15(55.6)	15(57.7)
	graduate school	4(14.8)	3(11.5)
Number of child	1	11(40.7)	11(42.3)
	2	13(48.1)	11(42.3)
	3	3(11.1)	4(15.4)

3.2 Homogeneous

The subjects were proven to be a homogeneous group according to the t - test of the parenting efficacy and resilience performed before the program in order to verify the homogeneity of the experimental and control groups chosen by the author (Table 2).

3.3 The Effects of the Musical Activities Program on the Parenting Efficacy

The experimental group showed significant differences according to the results of the calculation and comparison of the mean and standard deviation of the parenting efficacy of the experimental and the control groups before and after the program in order to identify the effects of the musical activities program on the parenting efficacy of the mothers with preschool children (Table 3).

3.4 The Effects of the Musical Activities Program on the Resilience

The experimental group showed significant differences according to the comparison of the resilience scores of the experimental and control groups before and after the program in order to identify the effects of the musical

Table 2. Homogeneity Comparison on Parenting efficacy and Resilience

Category	Experimental group		Control group		t	p
	M	SD	M	SD		
Parenting efficacy	3.50	0.63	3.48	0.68	1.125	.737
Resilience	3.45	0.52	3.46	0.58	-.633	.679

Table 3. The Effect of Musical activities program on parenting efficacy

Category	pre test		post test		t	p
	M	SD	M	SD		
Experimental group	3.50	0.63	3.96	0.69	-2.233	.000
Control group	3.48	0.68	3.45	0.67	0.319	.210

Table 4. The Effect of Musical activities program on Resilience

Category	pre test		post test		t	p
	M	SD	M	SD		
Experimental group	3.45	0.52	3.98	0.63	-1.934	.000
Control group	3.46	0.58	3.49	0.61	-0.330	.265

activities program on the resilience of the mothers with preschool children (Table 4).

4. Evaluation and Conclusion

This study was aimed to evaluate the impact of musical activities program on the enhancement of the parenting efficacy and resilience for the improvement of the happiness and mental health of mothers exposed to a lot of stress raising preschool children. The period of the study was from January 6, 2014 to February 24, and the program was conducted over a total of 8 sessions, 50 minutes a session and once a week in the community center of C city by the sequential activities of listening to tension relaxing music chosen by the author, listening to music favored by the subjects and singing of the subjects. The subjects, consisting of 27 for the experimental group and 26 for the control group, were pre-measured for the parenting efficacy and resilience, and post-tested for the same test, and t-tested to verify the differences between the groups. Conclusions obtained from these analyses are as follows:

According to the examination of the score difference between the pre- and post- parenting efficacy and resilience, the two groups showed a significant difference ($p < .01$). The significant difference in the parenting efficacy and resilience enhancement between the test and control groups, as shown in the study, was consistent with results of previous studies that music activities including music listening were effective on the efficacy and resilience enhancement^{24,29,30-33}.

These findings show that music gave a sense of security and comfort to the subjects who needed their own time of rest from tough parenting. Particularly, the fact that most favorite music of the subjects for listening and singing were popular songs means that the popular songs that can be shared by the aged subjects led spontaneous and active participation of them easily and without burden for the musical activities because these popular songs reflects the cultural characteristics of the times and the culture expressed in the songs give great effects to the public. In addition, the group activity of singing seems to imply to have a positive effect on the heart. In other words, since the musical activities program that includes

singing is an effective intervention for mothers, it needs to be widely utilized for these subjects to promote positive emotions and to cure negative emotions.

Based on the findings, the needs of the mother need to be identified more specifically in order to use the musical activities program more widely in the field, and the program needs to be verified for the effect after development. That is, repeated studies are necessary to compensate the program in the detailed implementation procedures of the program that includes more variables, and studies have to be made continuously for the extended subjects of more diversity. Further, extended research is required for the subjects with various age groups and backgrounds.

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6. References

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