Effect of Educational Program of Self-care Behaviors on Perceived Social Support Among Mother With Preeclampsia From Southeastern Iran, A Clinical Trial Study

Fatemeh Ahmadinezhad  
Department of Midwifery, Medical Science School, Islamic Azad University, Firoozabad Branch, Firoozabad, Iran

Azar Nematolahi  
PHD Candidate, Community Based Psychiatric Care Research Centre, Department of Midwifery, School of Nursing and Midwifery, Shiraz University of Medical Sciences, Shiraz, Iran

Marzieh Akbarzadeh (marzieh.akbar@gmail.com)  
Maternal–fetal Medicine Research Center, Department of Midwifery, School of Nursing and Midwifery, Shiraz University of Medical Sciences, Shiraz, Iran

Research note

Keywords: Self-care education, pregnancy, Preeclampsia, Perceived social support

DOI: https://doi.org/10.21203/rs.3.rs-45951/v1

License: This work is licensed under a Creative Commons Attribution 4.0 International License. Read Full License
Abstract

Objective

Preeclampsia in pregnancy causes severe perinatal complications. Self-care may play a role in improving health, quality of life and reducing health costs. The aim of this study was Effect of Educational Program of Self-Care Behaviors on Perceived Social Support among mother with Preeclampsia.

Results

Mean score of self-care, social support and its dimensions in the intervention group was significantly higher than the control group [p < 0.05]. In the control group, the correlation between the score of self-care with social support and its dimensions was negative and significant [P < 0.05]. In the intervention group, the correlation between self-care, perceived social support and its dimensions was no significant. The score of self-care and perceived social support increased significantly after intervention. However, the correlation between self-care score and social support in intervention group was not significant.

Trial registration number: IRCT20180127038526N1

Registration date: 2018-05-01

Introduction

Preeclampsia is defined as hypertension after the 20th week of pregnancy associated with proteinuria which is resolved after delivery [1]. Today, 88% of pregnancies are normal and 12% are high-risk cases [2]. This disease is the main cause of mortality and preterm delivery [3, 4]. About 1–8% of Iranian women suffer from preeclampsia [5].

Preeclampsia is the second leading cause of maternal death in Iran and the third cause of maternal death in the world [6, 7] and it is reported that its prevalence in various societies ranges from 2 to 10 percent [8]. Multiple maternal and fetal complications caused by preeclampsia have been reported in the researches [9].

Social support is a mental feeling about being accepted, being interested and receive help in specific circumstances [10]. Some studies have been conducted on the protective effect of social protection on health dimensions [11]. One study has shown the relationship between stress and hypertension through social support [12–14]. Social support is a factor in social psychology and its absence is an important risk factor for health during pregnancy [15, 16].

Self-care is care programs that provides conditions leading to desirable clinical outcomes [17]. For effective prenatal self-care, pregnant women need information such as regular blood pressure control, healthy diet, not smoking and social supports [18, 19].
Self-care is an integral part of all levels of health care [20]. In studies on patients with hypertension, 30.1% of patients had weight control and 22% of subjects had low salt diet, and 2.5% of primiparous women had a good knowledge of self-care in gestational hypertension [21, 22]. The education of mother’s self-care is an effective and new program that can cause the mother’s empowerment [23].

Some studies show that many women have a high level of knowledge about pregnancy-induced hypertension but they have little knowledge about self-care [24, 25]. In Iran, there have been no studies on planned self-care education to show whether it can contribute the social support of patients with hypertension in pregnancy or not. Therefore, the present study aimed to investigate the effect of Educational Program of Self-Care Behaviors on Perceived Social Support among mother with Preeclampsia, A clinical trial study.

Main Text

Methods

This clinical trial investigated the effect of self-care education in pregnancy with perceived social support on 96 preeclampsia patients referring to Shooshtari, Hafez and Hazrat Zeinab hospitals of Shiraz in 2018 (Figure S1). Sample size was obtained based on similar articles [26] and opinions of statistics professors. The samples were assigned by randomly permuted blocks with a block size of three. The study inclusion criteria were Iranian nationality, women with preeclampsia, aged between 18–45, gestational age of 20–42 weeks, singleton pregnancy, no history of blood pressure before pregnancy, no history of neonatal death in previous pregnancies, with number of deliveries less than 4, absence of chronic diseases such as: diabetes, severe obesity, kidney disease, cardiovascular disease, anemia, mental illness and residence in Shiraz to attend educational classes. The study exclusion criteria were exacerbation of the disease and changing into eclampsia and death, not attending the two training sessions and not giving complete response to the questionnaires.

Intervention method

Sampling began after obtaining written permission from the research centers, receiving code from the clinical practice center and written consent from the mothers. The method of conducting the research was based on the data of the demographic questionnaire of midwifery obtained from women who were eligible for inclusion criteria. 96 subjects were entered into the study after obtaining written consent by using available sampling method in randomly permuted blocks with a block size of three. 48 members assigned in to the intervention group and 48 people in o the control group.

Patients in the intervention group received self-care education for five sessions. The duration of each session was 45 minutes one week apart. Self-care education included a healthy diet, such as low-salt and low-fat diets, daily intake of vegetables, milk and calcium, active life, not smoking and not using alcohol, using blood pressure medications, regular blood pressure and weight control, avoiding mental and psychological pressures, and receiving regular prenatal care (Table S1). The intervention group was given
an opportunity to use the educational materials for one month and then the self-care questionnaire and the perceived social protection questionnaire were completed by interview. Control group also completed the questionnaire after receiving routine prenatal cares. The research instrument included demographic and fertility questionnaire, researcher made self-care questionnaire, and a social support questionnaire.

The demographic questionnaire included two parts: first part consisted of questions such as age, pre-pregnancy weight, height, body mass index, employment status, level of education, family income and second part consisted questions such as midwifery data on the number of pregnancies, gestational age, history of abortion, preterm delivery, preeclampsia, hypertension in previous pregnancies, etc.

The researcher-made self-care questionnaire in pregnancy consisted of 13 questions started with a four-point likert scale of never (0 score) and ended with always (3 score). The minimum score was zero and the maximum was 39. To determine the validity of the questionnaire after making questions, based on the content of the educational sessions the questionnaire was provided to ten experienced faculty members of Fatemeh (P.B.U.H) School of Nursing and Midwifery of Shiraz. Opinions and recommendations were proposed by the professors and content validity was determined. Subsequently, by preliminary examination, 30 knowledge assessment questionnaires were completed by pregnant women in a two week intervals and Cronbach's alpha coefficient was determined using SPSS software. Cronbach's alpha coefficient obtained in this study was $\alpha = 81\%$ which considered as a good reliability coefficient for the present study.

The perceived social support questionnaire was designed by Sarason et al. and its internal consistency with the Cronbach's alpha coefficient was calculated as 0.97, it was translated to Farsi by Naseh et al. and its reliability and internal reliability were measured. Its internal consistency was calculated with Cronbach's alpha coefficient of 0.95. The questionnaire consisted 12 questions in the Likert scale started with "Completely Disagree"(zero score) and ended with "Completely Agree" (6 score). Its minimum score was zero and its maximum score was 72 [27, 28].

**Statistical Analysis**

SPSS software, version 23, was used to enter the data. Descriptive test was used to report frequency, percentage, mean and standard deviation. Analytical tests or its nonparametric equivalents (Mann-Whitney test) were used to compare the mean of a quantitative factor between the two groups. Pearson correlation test was used to investigate the correlation between the two factors slightly was used for analyzing the analyzes for comparing the mean of a quantitative factor between the two groups of independent t test or its nonparametric equivalents (Mann-Whitney test) was used to examine the correlation between the two quantitative factors. Pearson Correlation Test was used to examine the relationship between two qualitative factors.

Also Chi-square test was used to investigate the relationship between classification factors [qualitative] with each other. In examination of the normality of each qualitative factor, Kolmogorov-Smirnov test was used in each group separately. P=0.05 was considered significant.
Results

96 individuals participated in this study. 48 individuals were in the intervention group and 48 were in the control group. The age of the samples was 19–43 years old with a mean of 29.31 ± 7.3 (mean ± SD). The demographic and clinical data of individuals in the intervention and control group were presented (Table 1).
Table 1  
Demographic and clinical data of subjects in two groups of control and intervention

| Factors                              | Category        | Group     | Total  | Statistical index | p-value [sig] |
|--------------------------------------|-----------------|-----------|--------|-------------------|---------------|
|                                      | Control N = 48  | Intervention N = 48 | M ± SD |                   |               |
|                                      | M ± SD          | M ± SD    |        |                   |               |
| Age                                  |                 |           | 7.7 ± 29.79 | 6.9 ± 28.83 | 7.3 ± 29.3 | 0.64[T] | 0.52 |
| Gravid                               |                 |           | 0.25 ± 2.65 | 0.19 ± 2.15 | 0.16 ± 2.39 | 1.58 [T] | 0.12 |
| Occupation                           |                 |           | N[%] | N[%]                |               |
| Housewife                            |                 |           | [31.3]30 | [31.3]30 | [5.62]60 | 0[X^2] | 1 |
| Employed                             |                 |           | [18.8]18 | [18.8]18 | [5.37]36 |               |               |
| Education                            |                 | Uneducated | [4.2]4 | [2.1]2 | [3.6]6 | 0.14 [X^2] | 0.54 |
|                                      |                 | Under the diploma | [6.15]15 | [7.14]14 | [2.30]29 |               |               |
|                                      |                 | Diploma   | [5.13]13 | [8.19]19 | [3.33]32 |               |               |
|                                      |                 | Academic  | [7.16]16 | [5.13]13 | [2.30]29 |               |               |
| Income                               |                 | below 1 million | [3.32]31 | [3.33]32 | [6.65]63 | 0.05[X^2] | 0.83 |
|                                      |                 | Above 1 million | 17[17.7] | 16[16.7] | 33[34.4] |               |               |
| Satisfaction with the relationship with the husband | Yes | | [45.8]44 | [9.46]45 | [92.7]89 | 0.15[X^2] | 0.69 |
|                                      |                 | No        | [4.2]4 | [3.1]3 | [7.3]7 |               |               |
| husband Education                    |                 | Uneducated | [3.1]3 | [1]1 | [4.2]4 | 2.88[X^2] | 0.41 |
|                                      |                 | Under the diploma | [19.8]19 | [24]23 | [43.8]42 |               |               |
|                                      |                 | Diploma   | [5.13]13 | [7.16]16 | [2.30]29 |               |               |
|                                      |                 | Academic  | [5.13]13 | [3.8]8 | [9.21]21 |               |               |
| Abortion history                     |                 | Yes       | [10.4]10 | [3.7]7 | [7.17]17 | 0.64[X^2] | 0.42 |

T = Independent t-test  
X^2 = chi-square test
The results showed that the two intervention and control groups were homogeneous in terms of demographic characteristics and fertility [Table 2]. Also the mean of the scores of self-care, specific social support, social support of friends, family social support and overall score of perceived social support in the intervention group was significantly higher than that of the control group (p < 0.001) (Table 2).

Table 2
Comparison of mean scores of self-care factors and perceived social support between two groups of control and intervention

| Factors                        | Group     | Mean  | Std.Deviation | Statistical index | P-value |
|--------------------------------|-----------|-------|----------------|-------------------|---------|
| Self care                      | Intervention | 45.89 | 3.16           | 20.94*            | P<0.001 |
|                                | Control   | 30.12 | 4.15           |                   |         |
| Specific person’s Social support | Intervention | 22.04 | 4.51           | 515**            | P<0.001 |
|                                | control   | 16.13 | 6.006          |                   |         |
| Friends Social support         | Intervention | 19.45 | 5.79           | 805.5**           | 0.011   |
|                                | control   | 15.95 | 6.38           |                   |         |
| Family social support          | Intervention | 25.23 | 8.3            | 761**            | 0.004   |
|                                | control   | 20.58 | 6.89           |                   |         |
| Total social support           | Intervention | 61.83 | 13.67          | 634.5**           | P<0.001 |
|                                | control   | 48.79 | 16.57          |                   |         |

*= Independent t-test **= Mann-whitney

Based on Pearson correlation test, the correlation between score of self-care score, specific social support, social support of friends, family social support and total social support was not significant in the intervention group. But in the control group, the correlation between score of self-care, perceived social support and its dimensions was negative and significant (P > 0.05). This meant that with the increase of self-care score, the score of social support of a special individual, social support of friends, social support of family, and total social support was significantly reduced (Table 3).
Table 3
Correlation between the scores of self-care factors and perceived social support in two groups of intervention and control

| Group        | Factors       | Self care | Specific person’s Social support | Friends Social support | Family social support | Total social support |
|--------------|---------------|-----------|----------------------------------|------------------------|----------------------|---------------------|
| Intervention | Self care     | -         | -                                | -                      | -                    | -                   |
|              | Specific person’s Social support | -0.025 = r | -                                | -                      | -                    | -                   |
|              | Friends Social support          | 0.036 = r | -0.027 = r                       | -                      | -                    | -                   |
|              | Family social support           | 0.02 = r  | 0.89 = r                         | 0.13 = r               | -                    | -                   |
|              | Total social support            | 0.011 = r | 0.89 = r                         | 0.38 = r               | 0.96 = r             | -                   |
| Control      | Self-care     | -         | -                                | -                      | -                    | -                   |
|              | Specific person’s Social support | -0.36 = r | -                                | -                      | -                    | -                   |
|              | Friends Social support          | -0.38 = r | 0.87 = r                         | -                      | -                    | -                   |
|              | Family social support           | -0.39 = r | 0.8 = r                          | 0.78 = r               | -                    | -                   |

r = pearson correlation, p = p-value
| Group | Factors | Self-care | Specific person’s Social support | Friends Social support | Family social support | Total social support |
|-------|---------|-----------|---------------------------------|-----------------------|----------------------|---------------------|
|       |         | -0.39     | 0.95 = r                        | 0.93 = r              | 0.93 = r             | -                   |
| Total social support |         | 0.001 > p | 0.001 > p                       | 0.001 > p             | 0.001 > p            |                     |

r = pearson correlation, p = p-value

Discussion

Results of the present study showed that the mean of self-care score, score of social support and score of perceived social support and its dimensions in the intervention group were significantly higher than that of control group (p < 0.001). In Shabiri et al. study, after education in preeclamptic patients, an increase in self-care score in the intervention group was observed, which was consistent with the present study. Self-care education also caused a significant difference in intervention and control groups in Apgar score of infants after birth [29]. Another study showed that after self-care education in patients with high blood pressure, the mean of self-care score in the intervention group was 66.4 ± 4.6 which was consistent with the present study [30]. Shahbedaghi et al study also showed a significant decrease in diastolic blood pressure of patient by implementing the self-care program. The most effective and cost-effective way of developing human health is the participation of individuals in health care programs, increasing the awareness of patients about their illness and methods of controlling it [31, 32].

Among other results of the present study was that correlation between factors of self-care, social support and its dimensions in intervention group was not significant. The study of Seifzadeh revealed that there was no correlation between perceived social support and physical health level [33]. Considering the fact that in this study self-care education performed to reduce the complications of preeclampsia, this study was consistent with the study of Seifzadeh. On the other hand, the study by Naghizadeh et al. showed a correlation between self-care educations in perceived social support [34], which was not consistent with the results of this study. The reason for this difference can be the lack of consideration of the impact of chronic diseases such as preeclampsia in their study.

In another study, there was a correlation between perceived social support with self-care and nutritional habits [33], which was not consistent with this study. Also, various studies indicated positive effects of social support on self-care aspects [35, 36]. Although the correlation between self-care and perceived social support in the intervention group was not significant in the present study; differences in the findings of the study can be due to the effect of factors such as depression and anxiety in pregnancy on the amount of social support that did not considered in this study [37]. The constant reinforcement of awareness of self-care skills in pregnancy-related hypertension was a requirement for prenatal education.
There was no significant relationship between the level of education of mothers participating in the present study with self-care and perceived social support, which was consistent with Shabiri study [29]. However, in some studies, increasing maternal education level increases the self-care behaviors or causes the receiving of higher social support [38]. Preventive interventions for preeclampsia can reduce its severity and affect the level of mortality and pre-natal complications.

Among the strengths of this study was face to face education as the most effective educational methods.

**Conclusion**

The mean score of self-care, perceived social support and its dimensions in the intervention group had a significant increase. The correlation between factors of self-care, perceived social support and its dimensions in the intervention group was not significantly correlated. It is recommended that a well-written educational program to be conducted in high risk mothers for prenatal cares.

**Limitations**

One of the limitations of this study was the lack of standard self-care questionnaire in pregnancy. Regarding the fact that after education, the self-care programs were performed by people at home and they were not directly observed by the researcher, so this could affect the outcomes of the study, which was beyond control.

**Declarations**

**Availability of data and materials**

Data are available upon request from corresponding author.

**Ethics approval and consent to participate**

The study is approved by ethics committee of Shiraz University of Medical Sciences. All participants signed a written consent (IR.SUMS.REC.1396.144)

**Consent for publication**

Not applicable.

**Conflicts of interest**

There are no conflicts of interest among the authors of the study.
Funding

Financial support done by Vice-chancellor of Shiraz University of Medical Sciences.

Authors’ contribution

MA and FA are prepared the first draft of the manuscript and MA made critical revisions to the paper and respond to reviewers. AA Helped the Surge Articles, and Center for Development of Clinical Research of Nemazee Hospital were supervision in The data analysis. All authors approved the study.

Acknowledgements

The authors would like to thank the mothers and all the individuals who helped in performance of the research. The authors would like to thank Center for Development of Clinical Research of Nemazee Hospital for data analysis and Dr. Nasrin Shokrpour for editorial assistance.

Abbreviations

Not available.

References

1. Spong CY, Cunningham F, Leveno K, Bloom S, Hauth J, Rouse D. Williams obstetrics. New York: McGraw-Hill Education; 2009.
2. Coco L, Giannone TT, Zarbo G. Management of high-risk pregnancy. Minerva Ginecol. 2014;66(4):383–9.
3. Whitehead SJ, Berg CJ, Chang J. Pregnancy-related mortality due to cardiomyopathy: United States, 1991–1997. Obstetrics Gynecology. 2003;102(6):1326–31.
4. Duley L. Pre-eclampsia and the hypertensive disorders of pregnancy. Br Med Bull. 2003;67:161–76.
5. Lopez-Jaramillo P, Casas JP, Serrano N. Preeclampsia: from epidemiological observations to molecular mechanisms. Braz J Med Biol Res. 2001;34(10):1227–35.
6. Kordi M, Abbaszadeh A, Mokhber N, Lotfalizadeh M, Ebrahimzadeh S. Domestic violence by her husband and preeclampsia. Journal of Obstetrics Gynecology Infertility. 2011;16(75):12–21.
7. Say L, Chou D, Gemmill A, Tuncalp Ö, Moller A-B, Daniels J, et al. Global causes of maternal death: a WHO systematic analysis. The Lancet Global Health. 2014;2(6):e323-e33.
8. Hutcheon JA, Lisonkova S, Joseph K. Epidemiology of pre-eclampsia and the other hypertensive disorders of pregnancy. Best practice research Clinical obstetrics gynaecology. 2011;25(4):391–403.
9. Yu Y, Zhang S, Wang G, Hong X, Mallow EB, Walker SO, et al. The combined association of psychosocial stress and chronic hypertension with preeclampsia. American journal of obstetrics
10. Alizadeh Z, Ashktorab T, Nikravan Mofrad M, Zayeri F. Correlation between perceived social support and self-care behaviors among patients with heart failure. Journal of Health Promotion Management. 2014;3(1):27–34.

11. Croezen S, Picavet HS, Haveman-Nies A, Verschuren WM, de Groot LC, van't Veer P. Do positive or negative experiences of social support relate to current and future health? Results from the Doetinchem Cohort Study. BMC Public Health. 2012;12:65.

12. Heard E, Whitfield KE, Edwards CL, Bruce MA, Beech BM. Mediating effects of social support on the relationship among perceived stress, depression, and hypertension in African Americans. J Natl Med Assoc. 2011;103(2):116–22.

13. Bell CN, Thorpe RJ Jr, Laveist TA. Race/Ethnicity and hypertension: the role of social support. Am J Hypertens. 2010;23(5):534–40.

14. Shamsi U, Hatcher J, Shamsi A, Zuberi N, Qadri Z, Saleem S. A multicentre matched case control study of risk factors for preeclampsia in healthy women in Pakistan. BMC Womens Health. 2010;10:14.

15. Momeni Javid F, Simbar M, Dolutian M, Alavi Majd H. Comparison of lifestyles of women with gestational diabetes and healthy pregnant women. Glob J Health Sci. 2014;7(2):162–9.

16. Elsenbruch S, Benson S, Rucke M, Rose M, Dudenhousen J, Pincus-Knackstedt MK, et al. Social support during pregnancy: effects on maternal depressive symptoms, smoking and pregnancy outcome. Hum Reprod. 2007;22(3):869–77.

17. Olds SB. Maternal-newborn nursing & women's health care: Prentice Hall; 2004.

18. McIntyre P, Organization. WH. Pregnant adolescents:delivering on global promises of hope Geneva2006 [Available from:.http://www.who.int/iris/handle/10665/43368.

19. Izadirad H, Masoudi G, Zareban I. Evaluation of efficacy of education program based on BASNEF model on self-care behaviors of women with hypertension. Journal of Zabol University. 2014;6(1):42–51.

20. Rezaeean M, Abedian Z, Latifnezhad R, Mazloum R. S. D. Orem's theory of self-care behaviors in women Pregnant women at risk of preterm delivery: A clinical trial. Journal of Obstetrics Gynecology Infertility. 2017;20(2):68–76.

21. Warren-Findlow J, Seymour RB. Prevalence rates of hypertension self-care activities among African Americans. J Natl Med Assoc. 2011;103(6):503–12.

22. Prathima P. Assistant Professor & HOD, Department of OBG, Universal College of Nursing Bennaghatta Main Road, Bangalore – 76, Karnataka, India. Nitte University Journal of Health Science. 2014;4(3):61.

23. Mohebbi SZ, Sheikhzadeh S, Ezzati-Givi N, Shekarchizadeh H. Self-perceived oral health and its determinants among adult dental patients in a University Dental Clinic in Tehran, Iran. Journal of Oral Health Oral Epidemiology. 2015;4(1):30–7.
24. Atterbury JL, Groome LJ, Hoff C. Blood pressure changes in normotensive women readmitted in the postpartum period with severe preeclampsia/eclampsia. J Matern Fetal Med. 1996;5(4):201–5.

25. Singh V, Srivastava M. Associated risk factors with pregnancy-induced hypertension: A hospital-based KAP study. International Journal of Medicine and Public Health. 2015;5(1).

26. Rostami F, Ramezani Badr F, Amini K, Pezeshki A. Effect of a self-care educational program based on Orem’s model on stress in patients undergoing hemodialysis. Preventive Care in Nursing Midwifery Journal. 2015;5(1):13–22.

27. Sarason IG, Levine HM, Basham RB, Sarason BR. Assessing social support: the social support questionnaire. J Personal Soc Psychol. 1983;44(1):127.

28. Nasseh M, Ghazinour M, Joghataei M, Nojomi M, Richter J. A persian version of the social support questionnaire (SSQ). Social Welfare Quarterly. 2011;11(41):251–66.

29. Shobeiri F, Doosti F, Oshvandi K, Soltanian A, Rabiei S. The Effect of Educative Intervention on Preeclamptic Women on their Newborn’s Health: A Randomized Clinical Trial. 2015.

30. Eghbali T, Salehi S. The Effect of Nursing Intervention Education on Self-care Behaviors in Patients with High Blood Pressure Referred to Healthcare Centers in Kermanshah Province. Iranian Journal of Rehabilitation Research. 2017;4(1):32–7.

31. Taylor SJC, Pinnock H, Epiphaniou E, Pearce G, Parke HL, Schwappach A, et al. A rapid synthesis of the evidence on interventions supporting self-management for people with long-term conditions: PRISMS - Practical systematic Review of Self-Management Support for long-term conditions. Health Services and Delivery Research. Southampton (UK)2014.

32. Speer PW, Jackson CB, Peterson NA. The relationship between social cohesion and empowerment: support and new implications for theory. Health Educ Behav. 2001;28(6):716–32.

33. Seyfzadeh A. The relationship between perceived social support and health in the elderly adults Case study: Azarshahr. J Gerontol. 2016;1(1):40–7.

34. Naghizadeh S, Fathehzad-Kazemi A, Gavidel T. Relationship between Self-Care in Pregnancy with Perceived Social Support and Stress among Pregnant Women in 29 Bahman Hospital in Tabriz. SALAMAT IJTIMAI (Community Health). 2019;6(1):99–107.

35. Rad GS, Bakht LA, Feizi A, Mohebi S. Importance of social support in diabetes care. Journal of education and health promotion. 2013;2.

36. Panthumas S, Kittipichai W, Pitikultang S, Chamroonsawasdi K. Self-care behaviors among Thai primigravida teenagers. Global journal of health science. 2012;4(3):139.

37. Rahmatollahi N, Khodabakhshi-koolaee A, Mansoor L, Pour-Ebrahim T. The relationship between experiencing physical and emotional-verbal violence and perceived social support with postpartum depression among women. SALAMAT IJTIMAI (Community Health). 2015;2(2):139–48.

38. Taher M, Abredari H, Karimy M, Abedi A, Shamsizadeh M. The relation between social support and adherence to the treatment of hypertension. J Educ Community Health. 2014;1(3):63–9.