

Effects of Cognitive-Based Problem-Solving skills On Changing Parenting Styles and Reducing Parental Anger

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ABSTRACT

Objective: The current study aims to examine the effect of cognitive problem-solving skills training on parents' parenting styles and their anger reduction towards their children.

Method: The method of this research is quasi-experimental with a pretest-posttest single-group design without follow-up. The sample group consisted of 69 mothers of children aged 4 to 7 years, selected through convenience sampling. In these workshops, which were held over 9 two-hour sessions across 9 weeks, parents were made aware of effective and ineffective methods of dealing with children's behaviors, and practiced exercises to improve their response style to challenging behaviors of children. To evaluate the effectiveness of the training program, two questionnaires were used: the Parenting Styles questionnaire (Shokoohi Yekta & Parand, 2007) and the Anger Assessment questionnaire (Shokoohi Yekta & Zamani, 2007). The research data were analyzed with ANOVA and t-test methods using SPSS software.

Findings: The results showed that participation in the problem-solving workshop had a positive effect on participants' performance regarding their parenting styles. Such that, this program led to an increase in the problem-solving parenting style and a decrease in parents' use of other ineffective parenting styles such as advising without explanation, and punishment and scolding ($P < 0.05$). However, the analysis of the findings did not show a significant difference in terms of reducing mothers' aggression towards their children ($P > 0.05$).

Conclusion: Accordingly, it can be inferred that training in problem-solving skills can be used to improve parenting styles and the quality of interpersonal communications within the family.

Keywords: Parent-child interaction, Problem-solving method, Parenting methods, Anger management

1. Introduction

The family is the first foundation of an individual's personality, values, and intellectual criteria and is the most basic unit to which every person belongs. This social-natural system, with its unique characteristics, plays an important role in determining the future life policy of the child (Goldberg, 1972). The quality of parenting is an important factor in the growth and development of children. Research shows that parenting leads to positive and negative outcomes in behavior, personality development, psychological well-being, performance, attitudes, and academic progress of children (Aghaziarati et al., 2023).

The role of parents, especially mothers, in their children's psychological development is very prominent and undeniable (Saadati, Youefi, & Gholparvar, 2020) and given that the child finds the mother as the first safe emotional base, the mother-child relationship creates a relatively stable emotional and emotional bond in the child. This stability can be effective in the later years of the child's life (Cassidy & Shaver, 2016) based on which experiences are organized and confronted with helplessness (West & Sheldon-Keller, 1994). In terms of cognitive and emotional development, research has shown that mother-child interaction plays as much a role in their language development as cognitive training (Bornstein et al., 2002; Quittner et al., 2013). Furthermore, an appropriate emotional relationship between mother and child is very important as it can significantly predict the child's vulnerability and adaptability to life events and play a significant role in preventing their behavioral problems. However, when the interaction between the child and the caregiver takes on a pattern of rejection, threatening, aggressive, and devoid of affection, this educational method can lead to the development of an inner sense in them as worthless, unwanted, and incompetent individuals (Pekarsky, 2012).

Most studies in the realm of parenting behaviors are based on the importance of parent-child interaction in establishing the child's relationship with others in adulthood and his socialization (Bornstein et al., 2002). This interaction includes processes such as parenting styles, communication skills, decision-making and problem-solving skills, self-expression skills, and anger control and helps to understand how the parent-child relationship is formed (Samania, 2011). Moreover, internalizing and externalizing problems are directly related to the nature of these interactions (Bagheri Faroji et al., 2021; Dong et al., 2022; Kok et al., 2013); such that flaws in mother-child interactive relationships are

associated with disorders in eating (Lucarelli et al., 2017) and anxiety syndromes in children (Diaz, 2005). Parenting styles or parenting methods form the basis of these interactions (Zhou, Nie, Ran & Zhang, 2017). Parenting styles can be seen as a system of their responses to the child, which is often variable based on the interaction between their two behavioral dimensions.

The emotional relationship between parents and children is very important for the child's emotional and social development. Studies showed that positive emotional support from parents is associated with better emotion regulation in children. In addition, parental involvement and support for autonomy have been shown to reduce child anxiety in African American families. On the other hand, a controlled relationship of parents with punishment and scolding is associated with negative outcomes in children such as reduced self-esteem and maladjustment in school (Bornstein et al., 2002; Khodapanahi et al., 2012; Pourhaydari et al., 2017). Research also found that parental emotional support plays a role in the relationship between parental punishment and child self-esteem. Furthermore parental emotional expression is associated with children's social behavior. Overall, research shows that a positive emotional relationship between parents and children is vital for healthy child development, while a controlled relationship with punishment and scolding can have negative effects on child development (Aghaziarati et al., 2023; Dong et al., 2022; Warren et al., 2022).

In addition to the importance of parenting styles in child development, the extent of anger expression or parental reaction to children's behaviors is also very significant. Anger is a natural psychological and emotional phenomenon that is referred to as an involuntary state in the clinical realm, and individually, parents' anger is associated with different emotional characteristics such as physiological reactivity, arousal, negative attributions, depression, aggression, and age (Slep & O'Leary, 2007). Research shows that parental anger and anger expression can have a negative impact on the emotional and psychological health of children. Parents who struggle with anger control or use verbal aggression and physical discipline are more likely to have hostile and critical behaviors that lead to emotional and behavioral problems in children. In addition, children of parents who have low levels of communication or ignore their emotions are more susceptible to symptoms of depression and anxiety. Studies have shown that healthy communication and effective anger management techniques are essential for positive parent-child interactions and supporting the

emotional well-being of children (Claro et al., 2015; Lu et al., 2023; Sadeghi et al., 2020; Shadanloo et al., 2023; Shokohi Yekta et al., 2012; Shokoohi Yekta et al., 2010).

The findings indicate that inappropriate parenting styles such as withholding affection, exerting power, physical punishment, and instability are related to aggression and anger expression (Álvarez-García et al., 2019; Seyed Mousavi et al., 2013; Slep & O'Leary, 2007). These studies have shown that parental aggression and inappropriate parenting styles such as physical punishment are associated with higher levels of externalized (such as aggression, law-breaking) and internalized (such as anxiety, depression) problems in children. Specifically, withholding affection and using power as two types of inappropriate parenting styles associated with child aggression have been identified. Over the past decades, we have witnessed extensive research in the realms related to anger and the factors affecting it, as well as how to manage and control it. Today, the role of the adverse effects of parental anger on interpersonal relationships, internal state, and psychological state of their children is also emphasized (Shokohi Yekta et al., 2012; Shokohiyekta et al., 2012; Shokoohi Yekta et al., 2010).

The use of inappropriate parenting styles and the expression of anger and aggression towards the child can lead them towards interpersonal conflicts (Bandelow et al., 2004) and given the importance of parenting methods and anger management of parents in the mental health of families and the prevention of emotional and behavioral problems in children, the presentation of structured family education programs in the form of models and educational workshops can provide a context for improving the relationship between parents and children, promoting correct parenting methods, and reducing their anger and aggression in response to their children's behaviors (Bauer & Webster-Stratton, 2006). Numerous studies have been conducted to demonstrate the effectiveness of parent training in these areas, showing that parents' awareness of correct ways of dealing with children reduces inappropriate interactions between them, and trained parents can establish more effective interactions with their children and nurture independent and thoughtful children in these interactions (Neitzel & Stright, 2004; Sofronoff et al., 2007). Therefore, parent training is an effective strategy in promoting correct parenting methods and increasing social skills in children such as emotional self-regulation skills (Bauer & Webster-Stratton, 2006).

Among the widely used programs in this field is the cognitive problem-solving program. In today's world, where human knowledge has grown exponentially, the use of high-

level thinking skills is increasingly important. Utilizing high-level thinking skills requires the ability to apply knowledge in different domains, critical analysis ability, and problem-solving skills (Shokohi Yekta et al., 2012; Shokohiyekta et al., 2012). Problem-solving is one of the components of self-regulation skills (Gerkenmeyer et al., 2013) in which the individual must find the relationship between past experiences and the present problem and adopt the appropriate solution for it (Mayer, 1992). This process also includes methods that the individual uses to control and regulate emotions and thoughts, and through them, guide their behavior and activities in social and non-social environments (Aghaziarati et al., 2023; Gresham & Gullone, 2012).

Research conducted in recent years has shown that training in problem-solving skills can be effective in improving social behavior and emotion regulation in children. For example, problem-solving intervention leads to a significant reduction in aggressive behavior and improvement in social behavior in preschool children. Similarly, cognitive-behavioral interventions that teach problem-solving skills can help children with emotional and behavioral problems. Moreover, it is shown that school-based problem-solving program led to significant improvements in problem-solving skills and students' ability to manage their emotions. These findings are consistent with previous research showing that problem-solving training can help parents and children effectively manage emotions such as anger (Azarnik et al., 2022; Deng et al., 2023; Golparvar, 2017; Kashani-Vahid et al., 2017; Parsakia, 2023; Tarazi et al., 2020). Therefore, training in problem-solving skills can be a valuable tool for promoting positive social and emotional development in children.

In this regard, the results of the research by Shokoohi Yekta, Akbari Zardkhaneh, Parand, and Pouran (2012) aimed at investigating the effect of training parents in problem-solving skills on their parenting methods with their children showed that training parents in problem-solving skills led to a reduction in punishment and scolding methods and a shift in parents towards more positive parenting styles. This study showed that appropriate solutions in the family environment can significantly affect the psychological and social development of children. Furthermore, problem-solving training can be an important tool for improving psychological and academic outcomes in children and adolescents (Shokohi Yekta et al., 2012). For example, the study by Eftekhari and colleagues (2021) showed that a problem-solving training program is effective in improving

mental health outcomes and reducing symptoms of anxiety and depression in adolescent girls. Similarly, studies showed that problem-solving training improves the social and psychological health of children with chronic diseases. Overall, these findings indicate that problem-solving training can be a valuable tool for preventing psychological deficiencies and promoting mental health as well as improving academic outcomes in children and adolescents. Therefore, it is important for parents to learn and apply problem-solving strategies to teach their children how to effectively overcome life's challenges (Hinman & Reynolds, 1992).

Research has shown that successful individuals not only need cognitive skills but also sufficient problem-solving skills to navigate life's challenges. Therefore, the role of parents in teaching these skills to their children is increasingly important. For example, studies have shown that parents' problem-solving skills are positively associated with social competence, academic progress, and fewer behavioral problems (Bauer & Webster-Stratton, 2006; Solimannejad et al., 2019; Tarazi et al., 2020). Overall, these findings highlight the importance of parent-child interactions and parents' problem-solving skills in promoting the success and well-being of children. Therefore, the current research aims to examine the effect of problem-solving training on parenting styles and mothers' anger.

2. Methods

2.1. Study design and Participant

The present study is of a quasi-experimental type with a pretest-posttest single-group design. Sampling was conducted using a convenience method. The sample group consisted of 69 mothers of elementary school children from some non-profit schools in Tehran (Table 1). The sample group expressed their willingness to participate in a workshop titled "Raising Thoughtful Children" following a call for participation in cooperation with school authorities. These individuals attended an orientation session organized by the workshop officials, where the objectives, procedure, and a summary of the workshop topics were introduced, and ultimately, registration was completed for parents interested in participating. In total, the "Raising Thoughtful Children" workshop was conducted for mothers in 9 sessions, with one two-hour session each week. During each workshop, experienced and trained facilitators focused on educating parents and solving their potential problems in performing exercises and interacting with their children. Before the start

and after the completion of each workshop, parents filled out the relevant questionnaires. The inclusion criterion for this research was having a child aged 4 to 7 years, and absence from more than two sessions resulted in exclusion from the research.

2.2. Measures

2.2.1. Parenting Styles

This instrument is an attitude scale developed by Shokoohi Yekta and Parand (2007) based on workshop lesson plans. It assesses mothers' views on their behavior in relation to 12 existing situations and their approach to dealing with children's challenging behaviors in these situations. For each of the twelve situations, four options are specified, each representing one of the four methods of parent-child interaction (punishment and scolding, advice without explanation, suggestion with explanation, and problem-solving interaction method) in the given situation. Mothers are required to respond to each item based on their actual behavior in daily life separately and rate their behavior by choosing one of the mentioned options. The questionnaire consists of 48 Likert scale statements, arranged on a five-point scale with "always=4", "often=3", "sometimes=2", "rarely=1", and "never=0". After scoring, the item scores for each educational method are summed up, and a numerical value is assigned as the raw score for each response. For example, items that fall under the problem-solving method are added together, and the average is calculated. Thus, four scores are obtained for each subject, indicating their situation in each of the parenting styles. Scores from different areas should not be added together. A higher score in any interaction method indicates more frequent use of that method in interactions with the child. The reliability of this questionnaire has been reported with a Cronbach's alpha of 0.79 and a split-half method of 0.71 (Shokohi Yekta et al., 2012; Shokohiyekta et al., 2012; Shokoohi Yekta et al., 2010).

2.2.2. Anger Assessment Questionnaire

The Anger Assessment Questionnaire is designed through a semi-structured interview to assess parents' anger in interactions with their children. This questionnaire consists of 69 items evaluating three components: anger-provoking situations, external expression of anger, and anger control strategies. In this study, only the component of anger-provoking situations was used, consisting of 30 items

that represent situations likely to provoke parents' anger towards their children's behavior. This questionnaire is prepared on a Likert scale, asking parents to indicate how angry they would become if their child exhibited any of the specified behaviors, using options from "very much=5", "much=4", "to some extent=3", "little=2", "very little=1", to "none=0". A higher score on this questionnaire indicates that the specified behavior provokes a great deal of anger in parents, and a lower score means that the behavior does not elicit any anger reaction; thus, the intensity of anger ranges from mild irritability to severe anger. The total score is the sum of the scores obtained from the items. The reliability of this questionnaire has been reported with a test-retest method over one week of $r=0.82$ and a Cronbach's alpha of $r=0.96$. For validity determination, the questionnaire was reviewed by several professors and experts in psychology regarding its content coverage (Shokohi Yekta et al., 2012; Shokohiyekta et al., 2012; Shokoohi Yekta et al., 2010).

2.3. Intervention

2.3.1. The Thoughtful Child Rearing Workshop

The Thoughtful Child Rearing Workshop (Shure, 1996) is designed to help parents of children aged 4 to 7 years in teaching problem-solving skills to their children, in the form of a practice book. The main focus of this workshop is to enhance parents' capabilities in dealing with everyday family issues through the application of problem-solving skills in child rearing. In this method, parents learn to employ strategies that enhance problem-solving skills in children, allowing them to contemplate various solutions and choose the appropriate one when facing conflicts and various issues. The workshop's practice book includes lesson plans containing exercises that both the child and parents are to perform. In these lesson plans, the child is encouraged to think about what they are doing, and parents, based on the training received in the workshop, assist the child in identifying the problem and guiding them towards solving it (Shure, 1996).

In the current study, the Thoughtful Child Rearing Workshop was conducted over 9 sessions, as a two-hour session each week, by experienced facilitators with a Master's degree in Psychology who had undergone coaching courses for this workshop under the supervision of the article's first author. During the workshop sessions, parents were made aware of their effective and ineffective methods of dealing with children, became sensitive to their own parenting style, and evaluated it by monitoring it. Each

session provided an opportunity for them to discuss their work with their child and the obstacles and problems they faced, review their methods, and make corrections.

In the first session, parents are introduced to the four child-rearing methods, defined for parents as the four steps of behavior, and are encouraged to identify their own position on the behavioral ladder. Also, each session allows parents to discuss their successes and failures in implementing the program with other parents and facilitators, and to determine their position on the behavior ladder. The first step of the four behavioral steps involves the method of punishment and scolding as one of the ineffective interactive styles, where parents demand the child to do something in a commanding tone or with insult. For example, when a mother tells her child, "You are a messy boy, clean up your stuff from here," she is at the first step of interaction with the child. The second step involves advice without explanation, where advice or suggestions are given without any explanation, and the child only plays the role of the executor. The third step is suggestion with explanation, where parents provide their suggestions along with explanations. These explanations could be related to the feelings of the other person or the consequences of the action, for example, if you don't do your homework, you will feel embarrassed in class and in front of your classmates tomorrow. The fourth step is the most effective educational method, involving questioning and encouraging the child to think. During the exercises of this stage, children become familiar with words that are called problem-solving or interaction words, which are based on three fundamental pillars: understanding emotions, finding alternative solutions, and considering the consequences of behavior. The basis of using these words is that having a common language is a fundamental step towards resolving conflicts and problems (Shure, 1996). For example, by using problem-solving words such as is/isn't, now/later, similar/different, children learn what is/isn't appropriate for what action or when the appropriate time for anything is different. By using these words by parents and applying them in normal and non-problematic situations of life and practicing them, parents can reach the last step of the behavioral ladder and the ultimate goal of helping the child acquire problem-solving skills.

2.4. Data Analysis

The research data were analyzed with ANOVA and t-test methods using SPSS software.

3. Findings and Results

Among the children of the 69 participating mothers in this study, there were 15 girls and 54 boys. The mean and standard deviation of the ages of girls and boys were 5.92

(SD=1.28), and the mean and standard deviation of the ages of participating mothers were 34.99 (SD=4.98). Descriptive findings from the pretest and posttest stages are presented in the [Table 1](#).

Table 1

Descriptive Findings of Scores from the Parenting Styles and Anger Assessment Questionnaire in Pretest and Posttest Stages

Scale	Subscale	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD
Parenting Styles	Problem-Solving	21.23	9.24	32.53	7.53
	Suggestion with Explanation	16.39	5.71	12.87	5.85
	Advice without Explanation	23.22	6.05	22.79	7.06
	Order, Punishment, and Scolding	16.52	7.75	12.65	6.29
Anger Assessment	Anger-Provoking Situations	78.63	21.46	75.86	19.64

Descriptive findings from the sample group based on the Parenting Styles Questionnaire indicate that participation in the problem-solving workshop led to an increase in the mean scores for the problem-solving parenting style and a decrease in mean scores in other sub-scales at the posttest stage compared to the pretest stage. On the other hand, descriptive data from the Anger Assessment Questionnaire also show a

decrease in the mean anger scores of mothers after participating in the workshop.

Subsequent data analysis and testing for the presence or absence of statistically significant differences among the mean scores of the Parenting Styles Questionnaire sub-scales in the pretest and posttest stages employed repeated measures analysis ([Table 2](#)).

Table 2

Test Results of Between-Subjects Effect on Mean Scores of Parenting Styles Questionnaire Subscales

Subscale	Sum of Squares	Degrees of Freedom	F Ratio	Significance Level	Partial Eta Squared
Problem-Solving	4400.89	1	146.25	<0.00	0.68
Suggestion with Explanation	428.68	1	26.60	<0.00	0.28
Advice without Explanation	6.13	1	0.29	0.59	0.00
Order, Punishment, and Scolding	515.46	1	30.75	<0.00	0.31

The examination of the test results between subjects showed that the mean scores of three sub-scales—problem-solving, suggestion with explanation, and order, punishment, and scolding—in the posttest showed significant differences compared to the pretest ($P<0.05$). Accordingly, the difference in mean scores for the problem-solving sub-scale in the pretest (21.23) and posttest (32.53) is significant at $P<0.05$, indicating the effectiveness of the intervention and the increase in the problem-solving parenting style in mothers after participating in the workshop. Similarly, the difference in mean scores for the suggestion with explanation sub-scale in the pretest (16.39) and posttest (12.87) at $P<0.05$ indicates a significant

reduction in this parenting style by mothers. The difference in mean scores for the advice without explanation sub-scale with a mean of (23.22) in the pretest and (22.79) in the posttest, although showing a difference in mean scores between the pretest and posttest, is not statistically significant ($P>0.05$). Also, the difference in mean scores for the order, punishment, and scolding sub-scale with a mean of (16.52) in the pretest and (12.65) in the posttest is statistically significant ($P<0.05$). The analysis of the effectiveness of the provided training based on the partial eta squared index for the Parenting Styles Questionnaire sub-scales indicates that the highest effect size was related to the problem-solving sub-scale.

Table 3

Dependent t-Test Results for Comparison of Mean Scores in Pretest and Posttest on the Anger Assessment Questionnaire

Scale	Mean Difference	Standard Deviation	Standard Error of Mean	t	Degrees of Freedom	Significance Level
Anger-Provoking Situations	2.76	17.91	2.15	1.28	68	0.20

Results from the dependent t-test analysis on data from the Anger Assessment Questionnaire indicated that although there is a difference in the mean scores between the pretest (78.63) and posttest (75.86), this difference is not statistically significant ($P > 0.05$) (Table 3).

4. Discussion and Conclusion

In recent decades, parent training as an effective intervention strategy has significantly expanded, especially in developed countries, with various programs being designed and implemented. The goal of most of these programs is to enhance the role of parents and improve parent-child relationships. Parent training can assist them in recognizing and acquiring appropriate parenting skills and reduce family tensions and conflicts. Parents' awareness of correct ways to interact with children reduces inappropriate interactions between them, avoids prejudice and commands to children, and facilitates the transfer of these qualities to the children (Neitzel & Stright, 2004). Therefore, it can be inferred that training parents in problem-solving skills can affect family relationships from various dimensions and lead to improved interactions between family members, especially parents and children.

The first hypothesis of the current study was to examine the effectiveness of the problem-solving workshop on parenting styles. The findings of this research have shown that problem-solving skill training has significantly changed parenting styles towards the desirable direction, meaning that it led to an increase in the use of the problem-solving parenting style and a significant reduction in the use of aggressive methods of interacting with the child, such as punishment and scolding. These changes, by improving the opportunity for parent-child interaction and causing mothers to reflect more on their parenting methods, can lead to children experiencing desirable outcomes and achieving beneficial psychological and social consequences. These findings are in line with those of which emphasize the effectiveness of family training in parenting (Aghaziarati et al., 2023; Bauer & Webster-Stratton, 2006; Esteki Azad et al., 2022; Foroughi et al., 2018; Pourhaydari et al., 2017; Saadati, Yousefi, & Gholparvar, 2020; Saadati, Yousefi, & Gholparvar, 2020; Saadati, Yousefi, & Golparvar, 2020;

Seyed Mousavi et al., 2013; Shokohiyekta et al., 2012). Additionally, these previous results showed that teaching parents problem-solving skills positively correlates with improvements in parenting styles, social competence, academic progress, and lesser use of threat and punishment.

In a similar study examining the effectiveness of the Raising Thoughtful Children workshop, findings indicate that parent training workshops have led to increased supportiveness, reduced child rejection, increased child acceptance, and improved mother-child relationships. These findings are consistent with the current research on improving parenting styles. It's plausible to predict that teaching problem-solving methods to parents not only improves parenting styles but also significantly reduces the use of threats and punishment by parents while enhancing self-efficacy, behavioral control, role improvement, problem-solving power, interpersonal relationships, and family functioning (Shokohi Yekta et al., 2012; Shokohiyekta et al., 2012; Shokoohi Yekta et al., 2010). The findings of this study also indicate that parent training had an impact on their effective and efficient interaction with children and improved their parenting methods, thereby setting the stage for addressing children's problematic behaviors.

These results are particularly important considering the vital role parents play in shaping the growth and well-being of children. Moreover, this study's findings suggest that parent training can have a broad impact beyond improving their parenting styles. It can also enhance parent-child relationships, reduce problematic behaviors in children, and strengthen family functioning. These results underscore the need for ongoing efforts to develop effective parental training programs and promote their widespread dissemination. Ultimately, such efforts can contribute to creating more nurturing and supportive families, which can have positive implications for individual and social well-being.

The second hypothesis of the current study was the effectiveness of the Raising Thoughtful Children workshop in reducing parents' aggressiveness towards their children. The findings of the current research indicate that the Raising Thoughtful Children workshop did not have a significant

impact on parents' aggressive behavior towards their children. To explain the lack of alignment of the current research findings regarding aggressive behaviors with other research findings in this area (Sofronoff et al., 2007; Xu et al., 2017), it can be stated that although the current research findings did not show a statistically significant impact on reducing parents' aggressive behavior towards their children, it's important to note that qualitative data collected during the research indicate a positive effect on the relationships between mothers and children. These results suggest that the intervention may have a subtler yet significant impact on mother-child interactions that may not have been captured by the quantitative measures used in this study. Furthermore, considering significant cultural differences between problem-solving-based educational methods and traditional parenting methods in Iran, there is a possibility that adapting to this new child-rearing model may require more time and experience for mothers. Thus, future research is needed to investigate the long-term effects of the workshop on reducing parents' aggressiveness towards children and to examine potential cultural factors that may affect the intervention's effectiveness. Despite these limitations, the current study provides valuable insights into the potential benefits of parental training programs and emphasizes the need for continuous efforts to develop effective interventions that can support positive parent-child interactions and enhance children's well-being.

5. Suggestions and Limitations

The current research population focuses on mother-child relationships and potentially limits the generalizability of the research findings by overlooking the role of fathers as a significant factor affecting mother-child relationships. Limitations of this research include conducting educational workshops for a limited sample (mothers of students from some non-profit schools), threatening the external validity and generalizability of the results. Including a control group could improve the internal validity and reliability of the research and lead to more reliable generalizations of the results. Also, due to the unavailability of follow-up samples, evaluating the intervention's effectiveness at this stage was not possible. Therefore, future studies should consider evaluating the intervention during follow-up stages if possible. These limitations should be considered when interpreting the results and drawing conclusions. Future studies should expand their scope to consider the role of fathers in shaping mother-child relationships, increase the

sample size, and assess interventions during follow-up stages to improve the external validity and generalizability of the findings.

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Declaration of Interest

According to the authors, this article has no financial support and no conflicts of interest.

Authors' Contributions

Both authors made substantial contributions to the research process, covering various aspects from study design to data handling and manuscript preparation.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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