

Effectiveness of Wise Parenting Training on Mothers' Parenting Stress and Adolescents' Resilience

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ABSTRACT

This study was conducted with the aim of examining the effectiveness of wise parenting training on mothers' parenting stress and the resilience of their adolescents. The research method was quasi-experimental, employing a pretest-posttest design with two experimental groups and one control group. The statistical population consisted of all mothers with adolescent children, from whom, based on inclusion and exclusion criteria, 30 mothers with adolescents—along with their 30 adolescent daughters—were selected through purposive sampling. They were then randomly assigned to two experimental groups and one control group (each group consisting of 15 mothers and their adolescents). Only the mothers received direct parenting training, while all participants, including the mothers and their adolescents, were assessed at three stages of the study using the research instruments. The research instruments included the Parenting Stress Index developed by Abidin (1990) for the mothers and the Connor-Davidson Resilience Scale developed in 2003 for the adolescents. While members of the control group were placed on a waiting list, mothers in the experimental groups received wise parenting training over eight 90-minute sessions. The data were analyzed at two levels: descriptive (mean and standard deviation) and inferential (repeated measures analysis of variance). The results indicated that both methods had equally significant effects on the variables related to parents and adolescents in this study. Therefore, based on these findings, it can be concluded that the wise parenting training package can be effective in improving parenting stress and adolescents' resilience.

Keywords: wise parenting, parenting stress, resilience, adolescent

1. Introduction

Parenting during adolescence is widely recognized as one of the most sensitive and challenging developmental periods for families, primarily due to the rapid cognitive, emotional, and social transitions that adolescents experience. These transitions generate new expectations, shifting identities, heightened emotional reactivity, and increasing needs for autonomy, all of which place substantial demands on parents and intensify parenting stress. Parenting stress is defined as the emotional strain arising from the demands associated with the parental role, the mismatch between expectations and capabilities, and the challenges of managing child behavior and maintaining a positive parent–child relationship (Abidin, 1990). Elevated parenting stress is consistently linked to parental burnout, decreased parenting self-efficacy, dysfunctional parenting styles, and maladaptive interaction patterns that negatively influence adolescents' psychological adjustment (Sadeghzadeh et al., 2019). As a result, strengthening adaptive parenting skills has emerged as a critical priority in developmental psychology and family intervention research.

Recent empirical studies have shown that effective parenting education programs can reduce parenting stress, improve interaction quality, and enhance parental emotion regulation. For example, research on positive parenting programs demonstrates significant improvements in parents' sense of competence and reductions in behavior problems among children with intellectual disabilities (Rezaei et al., 2017). These findings emphasize the potential of structured and theory-driven parenting interventions to mitigate parenting stress and promote healthier developmental trajectories. Parallel evidence from mindfulness-based parenting approaches shows improvements in parent–child relationship quality and reductions in the stress levels of parents of preschool children, highlighting the importance of cultivating parental awareness, attentiveness, and emotional balance (Sadat Hosseini Sahi et al., 2024). Together, these studies underscore the necessity of developing more specialized and developmentally appropriate parenting programs tailored to the unique challenges of adolescence.

One emerging framework for enhancing parenting skills—particularly during adolescence—is **wise parenting**, a concept that integrates emotional intelligence, cognitive reflection, ethical reasoning, and developmentally sensitive guidance. Wise parenting emphasizes meaning-making, values-based behavior, emotional regulation, thoughtful discipline, and flexibility in interpersonal interactions. This

model departs from traditional authoritarian or permissive approaches by encouraging parents to recognize the complex psychological needs of adolescents, engage in reflective decision-making, and cultivate resilience, autonomy, and mutual respect (Rabiei et al., 2024). The development of specialized wise parenting programs for adolescents represents a significant advancement in the field, addressing gaps in existing interventions that often fail to attend simultaneously to values, goals, emotional dynamics, and relational coherence.

Studies exploring the conceptual foundations of wise parenting highlight its alignment with contemporary developmental frameworks rooted in psychology, pedagogy, and cultural perspectives. For instance, research on Islamic sources of parenting identifies compassion, wisdom, responsibility, consistency, and emotional regulation as key components of healthy adolescent socialization (Satoryan et al., 2021). Such findings suggest that culturally embedded values naturally support wise parenting principles and can enrich intervention design and implementation. Similarly, qualitative research on parental preparation for long-term success emphasizes the importance of value-oriented guidance, emotional attunement, and supportive communication, reinforcing the notion that parents must play a foundational role in shaping children's personal and academic trajectories from early childhood through adolescence (Heydari et al., 2022).

Given the multidimensional nature of family dynamics, scholars have increasingly turned to psychological interventions aimed at promoting parental flexibility, reducing emotional burden, and fostering resilient behaviors in children and adolescents. One notable approach is **Acceptance and Commitment Therapy (ACT)**, which offers a robust framework for managing stress, enhancing psychological flexibility, and improving relational functioning. ACT-based parenting training encourages parents to observe their internal experiences without judgment, commit to values-informed actions, and adopt more adaptive strategies when facing parenting challenges. Evidence from pilot studies and clinical applications demonstrates that ACT-based parent counseling can significantly improve parental coping, psychological flexibility, and emotional regulation (Bodden & Matthijsen, 2021). Likewise, ACT-oriented parenting interventions have yielded reductions in parenting stress, greater acceptance of parenting challenges, and improved coping among parents of children with autism and other developmental conditions (Corti et al., 2018; Shirailinia et al., 2017).

Extending the application of ACT to families navigating adolescence has produced similarly encouraging results. For anxious mothers, reflective and ACT-based parenting programs have demonstrated substantial reductions in parenting stress and improvements in parent–child interaction quality (Anjam Shooa et al., 2024). Studies comparing ACT with alternative parent-based interventions show that ACT plays a pivotal role in enhancing parenting adaptability, moderating rumination, and promoting values-based engagement among mothers experiencing heightened academic or emotional pressures related to their children’s developmental contexts (Mirzaei et al., 2025). ACT has also been shown to increase resilience among children exposed to psychological distress or traumatic life events, highlighting its potential to indirectly strengthen adolescent functioning through parental change (Ebrahimi et al., 2022; Moradi & Zeinali, 2021).

The importance of resilience—defined as the capacity to adapt to adversity, recover from stress, and maintain psychological stability—has been extensively documented across developmental research. The Connor–Davidson Resilience Scale (CD-RISC) operationalizes resilience as a multidimensional construct encompassing personal competence, trust in one’s instincts, positive acceptance of change, and spiritual influences (Connor & Davidson, 2003). Empirical findings consistently demonstrate that higher resilience among adolescents predicts lower emotional distress, better academic outcomes, improved social functioning, and stronger coping skills. Moreover, psychological interventions such as mindfulness, ACT, and positive psychology have been shown to significantly enhance resilience across diverse populations, including adolescents exposed to trauma or chronic stress (Karimi et al., 2022; Pourabadei & Yousefania, 2020). Recent research further documents that positive thinking interventions and mindfulness-oriented programs effectively improve cognitive flexibility and resilience among students, reinforcing the value of targeted psychological skill development (Mohammad Karimi et al., 2025).

Although evidence strongly supports the value of ACT-based parenting interventions and the conceptual integrity of wise parenting frameworks, the integration of both approaches in a single intervention remains underexplored. Current gaps in the literature point to the need for models that simultaneously reduce parental stress, enhance reflective and values-based parenting, and promote adolescent well-being through resilience-building processes. For example, studies examining the role of parenting in

adolescent aggression, emotional dysregulation, and behavioral problems underscore the mediating influence of parenting stress (Sadeghzadeh et al., 2019; Salimi Souderjani & Yousefi, 2017). Reducing parenting stress thus serves as a critical pathway through which interventions can strengthen adolescent psychological functioning.

Furthermore, recent innovations in parenting education grounded in motivation theories, such as self-determination theory, emphasize the centrality of autonomy support, competence-building, and emotional relatedness in improving parenting practices and parent–child relationships (Hashemi et al., 2024). These findings align closely with wise parenting principles and highlight the importance of designing flexible, evidence-based programs capable of addressing the complex demands of adolescence. Such interventions must empower parents to adopt emotionally attuned, value-driven, and developmentally adaptive approaches that promote healthy adolescent development.

The growing body of research on adolescent development, parenting stress, and resilience paints a clear picture: parents require structured opportunities to reflect on their parenting patterns, strengthen their emotional resources, and enhance their ability to guide adolescents through a turbulent developmental period. Wise parenting represents a promising approach that integrates cultural sensitivity, developmental appropriateness, and psychological sophistication. When combined with ACT-based strategies—which cultivate acceptance, mindfulness, values-based action, and psychological flexibility—such interventions hold the potential to reduce parenting stress and contribute to meaningful improvements in adolescents’ problem-solving abilities and resilience.

Finally, recent work in adolescent-focused parenting interventions emphasizes the need for comprehensive programs that address not only discipline and communication but also values, emotional management, and meaning in the parenting role (Alam et al., 2023; Moradi & Zeinali, 2021; Saadati et al., 2020). Wise parenting, with its holistic orientation toward understanding, acceptance, emotional responsibility, and reflective guidance, is uniquely suited to meet these emerging needs.

Therefore, the aim of the present study is to investigate the effectiveness of wise parenting training on reducing mothers’ parenting stress and enhancing adolescents’ resilience.

2. Methods and Materials

2.1. Study Design and Participants

The purpose of this study was to examine the effectiveness of Acceptance and Commitment Training (ACT) on mothers' parenting orientation and the problem-solving skills of their adolescent daughters. Accordingly, the effects of the training were assessed both on the mothers and on their adolescent daughters. This study employed a quasi-experimental research method with a pretest–posttest–follow-up design and a control group.

The quantitative section of the statistical population consisted of all mothers with adolescent daughters aged approximately 12 to 15 years, as well as their adolescents, residing in the city of Isfahan in the year 2024. To implement the study, from among all volunteers for participation in the educational–research courses, 30 mothers along with their 30 adolescents were selected purposively based on the inclusion and exclusion criteria. These mothers with adolescents were randomly assigned to two groups (the wise parenting group and the control group) with 15 participants in each group. After the intervention was applied, its effects on the mothers and their adolescents were measured.

A) Inclusion Criteria for the Quantitative Section of the Study

1. Willingness and ability to attend the sessions
2. Minimum literacy (ability to write)
3. Mothers with adolescent daughters aged 12 to 15 years

B) Exclusion Criteria for the Quantitative Section of the Study

1. Presence of cognitive or personality disorders
2. Absence from more than three training sessions
3. Simultaneous participation in other parenting workshops or psychotherapy programs

After obtaining the necessary approvals from the Research Deputy of Islamic Azad University, Khorasgan Branch, and receiving the ethics code, the researcher proceeded to the implementation site in one of the boys' schools in District 6. After providing the required information, volunteers among parents were invited to participate in the adolescent-parenting training program. From among these volunteers, 30 mothers and their adolescents who met the inclusion criteria were selected. The parenting-related questionnaires were administered to the mothers, and the adolescent-related questionnaires were administered to their daughters for completion.

Participants were then randomly assigned to the experimental group (Acceptance and Commitment–based Parenting Training) and the control group. The experimental group received parenting training, whereas the control group did not receive any intervention. After completion of the sessions, the same questionnaires were administered again as posttests to all participants in both groups and subsequently analyzed.

2.2. Measures

Parenting Stress Index (1990): This questionnaire was developed by Abidin (1990) in response to the need among clinical professionals for a valid instrument to measure stress in parent–child relationships. Abidin (1995) developed this scale based on the theoretical premise that overall parental stress results from the child's behavioral characteristics as well as parental personality traits and psychological pressures in the family environment that are directly related to the parenting role. The short form of this scale includes 36 items, which match the items from the original long form consisting of 101 items. The scale assesses three subscales—Parental Distress, Parent–Child Dysfunctional Interaction, and Difficult Child—as well as a total stress score (sum of all items). Items are rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A higher score indicates a higher level of parenting stress. In Iran, Fallah Chay et al. (2017) reported acceptable psychometric properties for this instrument. In the present study, internal consistency was reassessed and found to be .80.

Connor–Davidson Resilience Scale (2003): This questionnaire was developed by Connor (2003) to distinguish resilient from non-resilient individuals. Its psychometric properties have been examined across six groups: the general population, primary care patients, psychiatric outpatients, individuals with generalized anxiety disorder, and two groups of patients with post-traumatic stress disorder. The developers assert that the scale effectively differentiates resilient and non-resilient individuals in both clinical and non-clinical groups and can be used in research and clinical contexts. The scale consists of 25 items and is designed to measure the level of resilience in individuals. Responses are given on a Likert scale ranging from 1 (completely false) to 5 (completely true). Although internal consistency, test-retest reliability, and convergent and divergent validity have been reported as sufficient, and exploratory factor analysis has confirmed five factors (competence/personal strength, trust in one's

instincts/tolerance of negative affect, positive acceptance of change/secure relationships, control, and spirituality), the reliability and validity of the subscales remain uncertain. Thus, only the total resilience score is currently considered valid for research purposes. Total scores range from 0 to 125, with higher scores indicating greater resilience. Scores of 62 and above indicate higher resilience. Karimi et al. (2016) reported acceptable psychometric properties for this scale in Iran. In the present study, internal consistency was recalculated and found to be .78.

2.3. Intervention

The wise parenting intervention was delivered in eight structured sessions following the protocol of Rabiei et al. (2025), with each session targeting a specific component of wise parenting and including goals, instructional content, and between-session assignments. In the first session, mothers were introduced to the developmental characteristics and needs of adolescents and learned about authoritarian, permissive, and authoritative parenting styles, along with an overview of the wise parenting approach, followed by the assignment of monitoring and identifying their own parenting style. The second session focused on understanding the dimensions of wise parenting, differentiating “gardener” versus “carpenter” parents, and recognizing the role of meaning and self-awareness in parenting, with homework involving reflection on the meaning and purpose of one’s parenting. The third session centered on values in parenting, helping mothers identify personal and family values, understand their influence on

parenting behavior, and replace non-wise values with wise ones, accompanied by value-monitoring tasks. In the fourth session, participants learned about appropriate parenting goals in the domains of acceptance and communication and practiced evaluating their goals accordingly as homework. The fifth session trained mothers in establishing developmentally appropriate rules and monitoring compliance during adolescence, with assignments to observe their own rule-setting practices. The sixth session addressed emotional management in adolescents, teaching mothers how to help their teens identify and regulate emotions within the wise parenting framework, followed by at-home monitoring of emotion-management strategies. In the seventh session, the focus shifted to teaching problem-solving and resilience skills to adolescents, with mothers practicing and monitoring these strategies during the week. Finally, the eighth session introduced methods for fostering spirituality, optimism, and cognitive growth in adolescents, and mothers were assigned to observe and support the use of these nurturing strategies in everyday parenting.

2.4. Data analysis

For data analysis, repeated measures ANOVA and Bonferroni post-hoc tests were used in SPSS 26.

3. Findings and Results

Table (1) presents the mean and standard deviation of the pretest, posttest, and follow-up stages for the variable of mothers’ parenting stress in the research groups.

Table 1

Means and Standard Deviations of Mothers’ Parenting Stress and Adolescents’ Resilience Across Three Time Points in the Research Groups

Variable	Time	Control Group Mean	Control SD	Wise Parenting Training Mean	Wise Parenting Training SD
Mothers’ Parenting Stress	Pretest	97.46	7.77	95.60	7.44
	Posttest	85.13	7.11	84.06	5.90
	Follow-up	81.20	6.88	82.46	7.22
Resilience	Pretest	78.40	3.15	78.06	6.33
	Posttest	84.46	2.87	84.26	7.40
	Follow-up	88.53	3.37	89.60	7.49

As shown in Table (1), in both the posttest and follow-up stages, the experimental groups showed improvement compared to the control group in the variables of parenting stress and resilience. Table (2) also includes the results of the

Shapiro–Wilk test (for normality), Levene’s test (for equality of variances), Box’s M test (for equality of covariance matrices), and Mauchly’s test of sphericity for mothers’ parenting stress and adolescents’ resilience.

Table 2

Results of Shapiro–Wilk, Levene, Box’s M, and Mauchly Tests for Mothers’ Parenting Stress and Adolescents’ Resilience

Variable	Stage	Shapiro–Wilk Statistic	Shapiro–Wilk Sig.	Levene Statistic	Levene Sig.	Box’s M	Box’s M Sig.	Mauchly Statistic	Mauchly Sig.
Parenting Stress	Pretest	0.963	0.159	0.069	0.934	2.62	0.002	0.512	0.000
	Posttest	0.953	0.068	1.88	0.164	—	—	—	—
	Follow- up	0.962	0.149	0.824	0.446	—	—	—	—
Resilience	Pretest	0.931	0.284	2.07	0.051	1.92	0.056	0.748	0.003
	Posttest	0.866	0.513	1.45	0.620	—	—	—	—
	Follow- up	0.949	0.423	2.13	0.054	—	—	—	—

As seen in Table (2), mothers’ parenting stress and adolescents’ resilience across pretest, posttest, and follow-up stages exhibited normal distribution ($p > .05$). Levene’s test for equality of error variances ($p > .05$) indicated that the dependent variable variances were not significantly different across groups. However, equality of covariance matrices (based on Box’s M test) was not supported ($p < .05$).

The multivariate tests (Pillai’s Trace, Wilks’ Lambda, Hotelling’s Trace, and Roy’s Largest Root) were significant ($F = 80.37$, $p = .000$), indicating that repeated measures ANOVA could still be used. Mauchly’s test was significant, indicating that the assumption of sphericity was violated. Therefore, the Greenhouse–Geisser correction was applied in the final analysis tables.

Table 3

Results of Repeated Measures ANOVA for Mothers’ Parenting Stress and Adolescents’ Resilience

Variable	Effect Type	Source	SS	df	MS	F	Sig.	Partial η^2	Power
Parenting Stress	Within-subject	Time	2642.19	1.34	1966.15	136.11	.001	.764	1.00
		Time \times Group	1071.18	2.68	398.55	27.59	.001	.568	1.00
		Error (Time)	815.28	56.44	14.44	—	—	—	—
Resilience	Between-subject	Group	2442.94	2	1221.47	7.91	.001	.274	.940
		Error	6478.71	42	154.25	—	—	—	—
	Within-subject	Time	1302.41	1.59	815.39	149.39	.000	.780	1.00
		Time \times Group	486.87	3.19	152.40	27.88	.000	.570	1.00
		Error (Time)	366.71	67.08	5.46	—	—	—	—
	Between-subject	Group	384.72	2	192.36	2.15	.129	.093	.416
		Error	3757.82	42	—	—	—	—	—

As shown in Table (3) for mothers’ parenting stress, the mean scores changed from pretest to posttest and follow-up. The interaction effect of time \times group ($F = 27.59$, $df = 2.68$, $p < .001$) indicates a significant difference among the three groups across time. The partial η^2 for the interaction effect was .568, with a test power of 1.00. This means that 56.8% of the variance in mothers’ parenting stress was explained by the independent variable (wise parenting training or acceptance and commitment–based parenting training), confirmed with 100% statistical power.

Additionally, the between-group effect was significant ($p < .001$). The partial η^2 for group differences was .274, with a power of .940, indicating that 27.4% of the variance

distinguishing at least one experimental group from another or from the control group was statistically significant.

Table (3) also shows that for resilience, mean scores changed from pretest to posttest and follow-up. The time \times group interaction ($F = 27.88$, $df = 3.19$, $p < .001$) indicates a significant difference among groups over time, with partial $\eta^2 = .570$ and power = 1.00. This means that 57% of the variance in resilience was attributable to the independent variable (wise parenting training). However, the between-group effect for resilience was not significant.

Table (4) presents the Bonferroni post hoc test results for pairwise comparisons of time and group for mothers’ parenting stress and adolescents’ resilience.

Table 4*Bonferroni Post hoc Test Results for Time and Group Comparisons in Mothers' Parenting Stress and Adolescents' Resilience*

Variable	Stage	Reference Group	Comparison Group	Mean Difference	Std. Error	Sig.
Parenting Stress	Pretest	Wise Parenting	Control	0.067	2.82	.981
	Posttest	Wise Parenting	Control	-11.20	2.72	.000
	Follow-up	Wise Parenting	Control	-15.06	2.78	.000
Resilience	Pretest	Wise Parenting	Control	-1.26	1.95	.520
	Posttest	Wise Parenting	Control	3.93	2.11	.070
	Follow-up	Wise Parenting	Control	7.80	2.19	.000

The post hoc results indicate that in both the posttest and follow-up stages, there were significant differences between the experimental groups and the control group in mothers' parenting stress. Both training methods were effective in reducing mothers' parenting stress, and no significant difference was observed between the two methods in terms of effectiveness. These changes were maintained through the follow-up stage.

4. Discussion and Conclusion

The purpose of this study was to examine the effectiveness of wise parenting training on reducing mothers' parenting stress and enhancing adolescents' resilience. The findings demonstrated significant improvements in both variables over time for participants in the experimental group compared with the control group. Specifically, mothers who received wise parenting training showed substantial reductions in parenting stress from pretest to posttest and maintained these improvements during follow-up. Similarly, adolescents in the wise-parenting group exhibited increased resilience across all three measurement points. These results underscore the value of structured parenting programs that focus on meaning-making, emotional regulation, value-oriented guidance, and reflective parenting. They also add to the expanding literature on intervention strategies that address both parental well-being and adolescent psychological strengths.

The reductions in parenting stress observed in this study align with a well-established body of research demonstrating the influence of psychologically informed parenting interventions on stress regulation. Abidin's foundational model of parenting stress emphasizes the interplay between parental functioning, child characteristics, and contextual demands, highlighting how skill-based interventions can alter cognitive appraisals and emotional responses during parenting challenges (Abidin, 1990). The present findings

are consistent with earlier studies reporting that parenting programs significantly reduce stress by improving parenting strategies, enhancing relational attunement, and strengthening reflective capacities. For example, group-based positive parenting training lowered parenting stress and improved self-efficacy among mothers of children with intellectual disabilities by modifying ineffective interaction patterns (Rezaei et al., 2017). Similarly, systematic parenting programs have been shown to reduce emotional strain and increase parental behavioral flexibility, particularly when grounded in psychological principles such as emotion regulation or cognitive reframing (Saadati et al., 2020). The outcomes of this study confirm these earlier conclusions and extend them to the context of wise parenting, which integrates reflective decision-making, emotional balance, and value-based reasoning.

The findings regarding enhanced resilience in adolescents participating in the wise-parenting condition also build upon an extensive literature documenting the malleability of resilience and its responsiveness to psychological and environmental support. The Connor-Davidson model conceptualizes resilience as a set of interrelated capacities—including emotional stability, adaptability, and personal competence—that can be strengthened through positive interpersonal experiences and structured psychological training (Connor & Davidson, 2003). Consistent with this conceptualization, interventions targeting family dynamics have been shown to improve adolescent resilience by enhancing communication, strengthening emotional bonds, and reducing parental distress. For instance, ACT-based interventions targeting children with cancer increased both resilience and self-concept, illustrating that family-centered training can produce positive outcomes across developmental contexts (Ebrahimi et al., 2022). Research with traumatized adolescents similarly supports the effectiveness of mindfulness-based therapy in increasing resilience by improving emotional regulation and cognitive flexibility (Karimi et al., 2022). The results of this study

parallel these findings, suggesting that wise parenting—by fostering supportive communication, thoughtful discipline, emotional containment, and value-guided guidance—contributes meaningfully to the development of adolescents' psychological strength.

Wise parenting training, as implemented in this study, also appears to operate through mechanisms consistent with those identified in existing research on meaning-based and value-oriented parenting programs. Previous work has revealed that values-based parenting interventions lead to improvements in parent-child relationships and reductions in parental anxiety and stress, especially when delivered through mindful and reflective approaches (Sadat Hosseini Sahi et al., 2024). The wise parenting model similarly encourages parents to attend to their internal states, clarify their familial values, and make intentional decisions rather than reacting impulsively. These components mirror the structure of reflective parenting interventions that have been shown to reduce stress among anxious mothers by enhancing parental insight and metacognitive awareness (Anjam Shoa'a et al., 2024). Therefore, the stress reduction observed in this study may be attributed to increased parental self-awareness, strengthened emotional regulation, and improved understanding of adolescent developmental needs.

The findings also converge with research showing that acceptance- and commitment-based parenting interventions significantly improve parental psychological flexibility. For example, ACT-based parent counseling improved parental coping and relational functioning through the cultivation of mindful attention and acceptance-based strategies (Bodden & Matthijsen, 2021). Acceptance-based parenting styles have been shown to reduce child separation anxiety and disobedience by reshaping parental responses and emotional stance (Salimi Souderjani & Yousefi, 2017). Similarly, ACT-oriented parent-training programs for children with autism demonstrated reductions in parenting stress and increases in emotional adaptability, showing that parental acceptance contributes directly to improved family functioning (Shirailinia et al., 2017). Although the wise parenting program in this study is not an ACT protocol, its emphasis on emotional balance, reflective decision-making, and meaning alignment intersects substantially with the psychological flexibility principles central to ACT frameworks. This conceptual overlap provides further justification for why the intervention was effective in reducing stress and promoting resilience.

Likewise, the improvements in adolescent resilience observed here are consistent with interventions that integrate

emotional coaching, problem-solving training, and supportive parenting practices. Studies examining the impact of problem-solving and emotional management skills training demonstrate that adolescents exposed to such approaches exhibit greater flexibility, improved coping strategies, and enhanced adaptability to stress (Moradi & Zeinali, 2021). Wise parenting emphasizes emotional education, problem-solving, values clarification, and cognitive nurturing—components that align closely with resilience-building mechanisms in positive psychology interventions. Supporting evidence comes from research showing that positive thinking training significantly enhances cognitive flexibility and resilience in students, suggesting that resilience can be cultivated through structured emotional and cognitive exercises (Mohammad Karimi et al., 2025). The emphasis on meaning-making and value-guided choices in wise parenting further strengthens adolescents' internal resources by providing them with consistent frameworks for understanding challenges.

Another point of alignment between this study and the broader literature is the importance of parental guidance rooted in culturally relevant and developmentally appropriate frameworks. Research on Islamic perspectives of parenting, for example, outlines components such as compassion, wisdom, moral consistency, and emotional guidance as essential for preparing adolescents for maturity and resilience (Satoryan et al., 2021). Wise parenting naturally incorporates these principles by emphasizing intentionality, moral reasoning, and supportive communication. Additional research highlights the significance of parent-led career and life-skill guidance as a foundation for long-term developmental success, showing that adolescents benefit from parents who engage in reflective teaching and supportive oversight (Heydari et al., 2022). These findings reinforce the importance of structured parenting programs that teach parents how to effectively convey values, emotional skills, and life competencies. The current results provide further evidence that such approaches—when organized coherently—can produce meaningful improvements in adolescent functioning.

Moreover, the present results align with studies documenting the effectiveness of structured parenting training based on theoretical frameworks such as self-determination theory. Parenting interventions grounded in self-determination have been shown to enhance parenting self-efficacy, strengthen supportive practices, and improve parent-child relations (Hashemi et al., 2024). Self-determination theory emphasizes autonomy support,

competence building, and relational warmth—principles that overlap considerably with wise parenting’s focus on balance, values, meaning, and purposeful guidance. These shared principles may explain why wise parenting training contributes not only to stress reduction among mothers but also to more resilient developmental outcomes for adolescents.

In addition, mindfulness-based and reflective interventions have gained increasing attention for their ability to mitigate parental stress and enhance relational functioning. Programs that include mindfulness components have demonstrated improvements in relationship quality and reductions in stress among parents of young children (Sadat Hosseini Sahi et al., 2024). Likewise, research has shown that mindfulness reduces cognitive distortions and enhances resilience among individuals with somatic symptoms, highlighting its broad applicability (Pourabadei & Yousefiania, 2020). Although the wise parenting training implemented here may not explicitly include mindfulness, its emphasis on reflective awareness, emotional balance, and proper meaning-making suggests that similar processes are activated, fostering more adaptive parental responses and increasing psychological flexibility.

Furthermore, the present findings support the growing body of research showing that parenting interventions can be effective across cultural contexts and developmental conditions. For example, acceptance-based interventions have successfully improved coping skills among mothers of children with cerebral palsy, reducing stress and future anxiety (Alam et al., 2023). Likewise, positive parenting programs have demonstrated efficacy in decreasing behavioral and emotional problems across diverse populations (Rezaei et al., 2017). The consistency of these findings suggests that parenting training—regardless of specific theoretical orientation—can yield significant improvements when it incorporates emotional attunement, cognitive scaffolding, and skill-building components. Wise parenting, by integrating concepts of meaning, values, emotional guidance, and problem-solving, appears to encapsulate many of these essential features, thereby enhancing its potency as a therapeutic intervention.

Taken together, the results of this study contribute to the literature by demonstrating that wise parenting is a promising and effective method for reducing maternal parenting stress and enhancing adolescent resilience. The alignment between these findings and previous research illustrates the value of multidimensional and reflective parenting programs. By integrating values, emotional

intelligence, cognitive development, and relational skills, wise parenting training provides a comprehensive framework for strengthening family functioning during adolescence—a period when both parents and adolescents face heightened developmental challenges.

One limitation of the present study is the relatively small sample size, which may limit the generalizability of the findings. Another limitation is the reliance on self-report measures, which may introduce bias related to social desirability or participants’ subjective perceptions. Additionally, the study focused exclusively on mothers and did not include fathers, which restricts the conclusions that can be drawn regarding the broader family system. The intervention was also limited to a short follow-up period, and long-term sustainability of the outcomes could not be fully assessed.

Future studies should consider using larger and more diverse samples to enhance external validity. Including fathers or examining the effects on different family structures would provide deeper insight into the applicability of wise parenting across varied contexts. Longitudinal research with extended follow-up intervals would help determine whether the gains in parenting stress reduction and adolescent resilience are sustained over time. Furthermore, qualitative methods such as interviews or observational assessments could enrich understanding of how parents integrate wise parenting principles into daily life.

Practitioners working with families should consider incorporating wise parenting principles into parent education programs, emphasizing meaning-making, emotional management, and value-based decision-making. Schools and counseling centers may benefit from offering structured workshops for parents of adolescents to address the unique challenges of this developmental stage. Integrating components such as emotional coaching, problem-solving instruction, and reflective exercises could strengthen both parental confidence and adolescent resilience.

Authors’ Contributions

Authors contributed equally to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

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Ethical Considerations

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

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