




Comparison of the Effectiveness of Schema-Based Parenting Training and Adler-Dreikurs Approach on Parenting Burnout Symptoms, Parenting Stress, and Parent-Child Interaction Quality

Azadeh. Valipour¹, Pantea. Jahangir^{2*}, Simindokht. Rezakhani³

¹ PhD Student, Department of Counseling, Roudehen Branch, Islamic Azad University, Roudehen, Iran

² Assistant Professor, Department of Counseling, Roudehen Branch, Islamic Azad University, Roudehen, Iran

³ Associate Professor, Department of Counseling, Roudehen Branch, Islamic Azad University, Roudehen, Iran

* Corresponding author email address: jahangirpantea@gmail.com

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ABSTRACT

Objective: The present study aimed to investigate and compare the effectiveness of schema-based parenting training and the Adler-Dreikurs approach on parenting burnout symptoms, parenting stress, and the quality of parent-child interaction.

Methods and Materials: Using a semi-experimental design with a pre-test, post-test, and one-month follow-up with a control group, 45 mothers who visited counseling centers in District 1 of Tehran were selected based on inclusion criteria and completed the following questionnaires: the Parenting Burnout Scale (Roskam, 2018), Parenting Stress Index (Abidin, 1984), and the Parent-Child Interaction Scale (Pianta, 1994). The participants were randomly assigned to three groups of 15: two experimental groups (schema-based parenting and the Adler-Dreikurs approach) and one control group. The experimental groups received 8 sessions of 90 minutes each, while the control group was placed on a waiting list. Participants were assessed at the end of the training and again one month later. The data were analyzed using mixed-design analysis of variance (ANOVA).

Findings: The results indicate that schema-based parenting intervention was effective in reducing parenting burnout ($F = 7.557, p = 0.001, \eta^2 = 0.213$), reducing parenting stress ($F = 30.383, p = 0.001, \eta^2 = 0.52$), and improving parent-child interaction ($F = 7.057, p = 0.002, \eta^2 = 0.201$). The Adler-Dreikurs parenting intervention was also effective in reducing parenting burnout ($F = 12.933, p = 0.001, \eta^2 = 0.316$), reducing parenting stress ($F = 39.785, p = 0.001, \eta^2 = 0.587$), and improving parent-child interaction ($F = 10.219, p = 0.002, \eta^2 = 0.267$). In both interventions, the results were maintained at the follow-up stage. No significant difference was found between the effects of the two parenting interventions on parenting burnout and stress, but regarding parent-child interaction, the Adler-Dreikurs group showed higher effectiveness.

Conclusion: Both Adler-Dreikurs-based and schema-based parenting interventions effectively reduced parenting stress and burnout, with the former demonstrating greater effectiveness in improving parent-child interaction and overall parenting dynamics.

Keywords: Schema-based parenting, Adler-Dreikurs parenting approach, parenting burnout, parenting stress, parent-child interaction.

1. Introduction

High levels of stress are intertwined with the daily life of today's society. Awareness of knowledge about child development and effective parenting practices can make a significant difference in parents' self-efficacy and emotional resilience in fulfilling their parenting roles. Moraeska, Winter, and Sanders (2009) found that parents who possess more knowledge about effective parenting strategies, as well as higher levels of education and income, tend to use less ineffective parenting. Conversely, parents with lower levels of parenting knowledge and skills may be at greater risk for ineffective parenting (Ping et al., 2023; Shareh & Yazdanian, 2023). Parental stress is associated with adverse health outcomes for parents, children, and their families. Parenting demands can create parental stress, leading to distress and discomfort (Chung et al., 2023; Gagné et al., 2023), which is a common occurrence (Arroyo, 2023; Wen et al., 2022). Studies have shown that 36-50% of parents experience levels of parental concerns regarding their role, child behavior, or child development (Planalp et al., 2022), which likely has broad effects on both parents and children, as well as on their relationships (Dong et al., 2022; Indriasari, 2022). Moreover, higher levels of parental stress are linked to increased depression, anxiety, and fatigue in parents, which results in poorer parenting behaviors and is directly or indirectly related to a number of adverse outcomes for children, such as increased emotional and behavioral problems, impaired social-emotional functioning, and reduced social competence (Arikan et al., 2019; Arroyo, 2023; Auriemma et al., 2022; Chen et al., 2022; Clauser et al., 2020; Fonseca et al., 2020; Francis et al., 2023; Han & Lee, 2019; Hartini, 2020; Kasaei Esfahani, 2019; Knoester & Petts, 2020; Lee et al., 2020; Mello et al., 2022; Moreira & Canavarro, 2018; Ng et al., 2021; Pourebrahim & Doniamaly, 2021; Sadeghzadeh et al., 2019; Sarhang et al., 2022; You et al., 2018).

Each parent, in their role as a caregiver, creates an attachment history in the child (Atar et al., 2024), which includes their individual goals and internal expectations of others (Agazzi et al., 2017; Beh-pajooh et al., 2018; Davis et al., 2022; Mulyadi et al., 2016). Proper interaction with the child effectively reduces parenting stress (Buchanan-Pascall et al., 2023; Warren et al., 2022). By fostering constructive and deep interactions between parents and children, comprehensive child development is supported in cognitive, emotional-social, and physical dimensions. Healthy and natural parenting (establishing a positive relationship

between the child and their primary caregiver) leads to family well-being (Dillman Taylor et al., 2011; Gutierrez, 2006; Kaveh et al., 2011).

Moreover, parents, due to various reasons such as individual differences in nuclear family experiences, financial resources, and other personal resources, coping strategies, and life opportunities, begin their parenting journey from different starting points. Due to this diversity, some parents require more professional support, while others need less (Ren et al., 2024). The level and type of support parents need may change at different stages of the life cycle, such as childhood, adolescence, or due to changes in family circumstances (e.g., divorce, death of a spouse or child) (Vajihsadat & Gholamreza, 2023; Wang et al., 2023). Poor parenting, characterized by a lack of supportive and warm relationships between parents and children, unresponsiveness, and inconsistent or harsh and punitive parenting styles, is a risk factor that may be addressed by preventive interventions. The focus of strengthening parent-child relationships is to promote family functioning and child well-being. Improving parenting has a significant impact on children's mental health. A number of positive effects of interventions on mothers include less reactive parenting, greater satisfaction with their parenting role, less stress in relation to parenting, and a reduction in children's destructive behaviors (Brianda et al., 2023; Le Vigouroux et al., 2023; Mousavi et al., 2020; Ping et al., 2023; Prikhidko et al., 2020).

Parenting education provides social support that boosts parents' sense of competence and self-efficacy, helping them move away from self-doubt and judgment of their parenting practices in a constructive and correct manner. The importance of this is perhaps best reflected in the diversity of parenting education approaches, ongoing research, and evaluations. Meeting the primary emotional needs of children (e.g., connection and acceptance, independence and healthy functioning, reasonable boundaries, realistic expectations, and social moral values) by primary caregivers is a key focus of schema therapy. Unmet needs during childhood continue to negatively affect individuals into adulthood (e.g., relationship disruptions, rejection, incomplete functioning and autonomy, insufficient boundaries, heightened expectations) (Mehrabian et al., 2022; Mohadese Mehrabinia et al., 2022; M Mehrabinia et al., 2022). Schema-based parenting focuses on safeguarding, supporting, and balancing the child's needs in a satisfying manner (Ghasemi et al., 2019; Karimi Moghadam et al., 2023; Qashqai et al., 2023). In this approach, much of child-

rearing is based on changing one's own behavior and giving deep attention to childhood issues and correcting these problems. Developing self-awareness in parents leads to changes, first in the parents and then in their parenting style. The self-improvement created likely contributes to the sustained effectiveness by replacing maladaptive coping styles with adaptive ones (Mehrabian et al., 2022; Mohadese Mehrabinia et al., 2022; M Mehrabinia et al., 2022).

From Adler and Dreikurs' perspective, the most important aspect of child-rearing is the correct process of interaction between parents and children. This approach aims to raise children with characteristics such as self-respect, respect for others, independence, high self-esteem, not feeling inferior or superior, acting based on intrinsic motivation rather than extrinsic motivation (e.g., rewards, punishment, bribery), feeling of compatibility and calm, hopefulness, and being a contributing and effective member of society. According to Adler, the role of the mother in education is to encourage activities aimed at developing social competence. If the mother allows the child to experience socialization and human love, the father paves the way for the child's integration into human society (Ghasemtabar et al., 2022). The challenges that parents, especially mothers, inevitably face during the parental transition phase have led researchers worldwide, including in Iran, to assess the effectiveness of parenting approaches both qualitatively and quantitatively. Due to the importance of the issue and the significant results, some of which are discussed later, as well as the future-oriented recommendations for preventive interventions, the researcher has considered two parenting approaches—schema-based parenting and Adler-Dreikurs parenting—for educational purposes.

This study, considering the lasting developmental consequences of children from birth to middle age, aims to enhance parent-child relationships by providing parenting education for mothers of children aged 4-12 years who are facing stress and burnout (Akgun, 2014) and who play a crucial role in regulating the child's emotions (Holenstein, Tige, & Lagid, 2017). Research has shown that such education is beneficial for parents of typical children (Blanchard & Blackman, 2003; cited in Mousavi, 2019), especially post-COVID-19, in improving public health (Jones, Feinberg, Hastler, Michel, Rutger Oriental, 2018), and has become a necessity. This program is implemented proactively with future-oriented goals, such as reducing crime, improving academic progress, enhancing mental health, and strengthening parent-child relationships, to prevent serious behavioral or emotional problems in children

by acquiring parenting skills before or at the onset of the first signs of these issues (Hesslem, Mejia, Sanders, & Diouris, 2016). This is especially relevant in light of a new variable like parental burnout, which has been addressed post-COVID-19. The researcher aims to answer the question: What are the differences in the effectiveness of schema-based parenting education versus Adler-Dreikurs parenting education on parental burnout, parental stress, and parent-child interaction quality?

2. Methods and Materials

2.1. Study design and Participant

This research is applied in nature and employs a quasi-experimental design with two experimental groups and one control group, utilizing a pre-test, post-test, and one-month follow-up design. The statistical population of this study consists of mothers of children aged 4 to 12 years who visited counseling centers in District 1 of Tehran. The sampling method is convenience sampling, and participation was voluntary. The questionnaires for the dependent variables (parental burnout by Roskam, Brianda, & Mikolajczak, 2018; parenting stress by Abidin, 1984; and parent-child interaction by Pianta, 1994) were initially piloted on a sample of 106 participants, and then, based on the cut-off scores for each questionnaire, 45 individuals in need of intervention and who volunteered were randomly assigned to three groups of 15 participants (15 in the Schema-based Parenting group, 15 in the Adler-Dreikurs Parenting group, and 15 in the control group). According to the recommendations of Gall et al. (1996) and Cohen et al. (2007), a minimum of 15 participants per experimental group and the control group is considered appropriate (Kogier, 2022). It is worth noting that due to potential attrition and exclusion criteria, 20 participants were estimated per group, totaling 60 participants.

Inclusion Criteria included obtaining a moderate cut-off score on the questionnaires, having at least a high school diploma, being married, being mothers and/or children, not being under pharmacological treatment or other psychological interventions (self-reported by participants), both mothers and children having mental health (self-reported by participants), no history of alcohol or drug addiction (self-reported by participants), mothers aged between 25-45 years, mothers with children aged 4-12 years, willingness and interest in participating in the research, and a middle socio-economic class (self-reported by participants). Exclusion Criteria included mothers or

children undergoing concurrent cognitive or pharmacological treatments, lack of willingness to cooperate or failure to complete assignments, alcohol or drug addiction, discontinuation of cooperation, and absence for more than three sessions in the intervention groups.

After administering the pre-test to 106 participants in District 1 of Tehran, 60 qualified individuals were randomly assigned to three groups of 20 participants. At the beginning of the first session, the instructor introduced themselves to the participants, explaining the study's goals, duration, and methodology. The instructor, a doctoral student in counseling with valid workshop certification for both parenting approaches, conducted the workshops at the Book Garden starting in the last week of April 2024. To maintain communication with the mothers, two Telegram groups were created for each intervention group, where the session handouts were shared. The intervention was delivered weekly in 90-minute sessions for both experimental groups, while the control group did not receive any intervention. At the end of the eighth session, post-tests were administered under identical conditions to all three groups, followed by a one-month follow-up assessment.

Furthermore, to encourage greater participation, the interpretation of the research questionnaires, including the schema questionnaire, was conducted during a one-on-one online consultation after the one-month follow-up. Due to attrition, 5 participants from each experimental group were excluded for reasons such as unauthorized absences, living separately from their spouse despite being married, a child diagnosed with mild autism spectrum disorder, incomplete or missing questionnaires at the post-test, and dropout from the follow-up phase.

2.2. Measures

2.2.1. Parental Burnout

This 23-item scale by Roskam, Brianda, and Mikolajczak (2018) assesses parental burnout across four components: burnout from parenting roles, confrontation with past parental self, aversion to the parenting role, and emotional distancing from children. Responses are rated on a 7-point Likert scale from "Never" (0) to "Always" (6). For the validity of the questionnaire, Roskam et al. (2018) employed confirmatory factor analysis and reported factor loadings ranging from 0.69 to 0.88, indicating good construct validity, and the reliability was reported using Cronbach's alpha as 0.93. In the study by Mousavi (2019), content validity was deemed acceptable, and the reliability of the questionnaire

using Cronbach's alpha was reported for subscales as follows: parenting burnout (0.90), confrontation with previous parenting roles (0.88), aversion to parenting (0.69), and emotional distancing (0.96) (Mousavi et al., 2020). In this study, the Cronbach's alpha reliability for the questionnaire was 0.68, which is considered acceptable.

2.2.2. Parenting Stress

The short form of the Parenting Stress Index (SF-PSI), developed by Abidin (1995), consists of 36 items rated on a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree) for parents with a reading level of at least the 5th grade. It includes three subscales: parental distress (PD), parent-child dysfunctional interactions (P/CDI), and difficult child characteristics (DC), as well as a total stress score (sum of all items). In the study by Fadaei, Dehghani, Tohmajian, and Farhadi (2009), Cronbach's alpha for the total parenting stress score and the subscales were reported as follows: 0.90, 0.80, 0.84, and 0.80, respectively. Test-retest reliability over 18 days was 0.75 for total stress, 0.82 for parental distress, 0.73 for dysfunctional parent-child interactions, and 0.71 for difficult child characteristics, indicating stable scores over time. Convergent validity was assessed through correlation with the DASS mood scale and the CBCL behavioral problems scale. In the study by Reitman, Carrier, and Stickle (2002), internal consistency was reported as ranging from 0.74 to 0.89 for subscales and 0.95 for the total score (Sadeghzadeh et al., 2019). In this study, the Cronbach's alpha reliability for the questionnaire was 0.84, which is considered good.

2.2.3. Parent-Child Interaction Quality

Designed by Pianta (1994), this 33-item scale assesses parents' perceptions of their relationship with their child. Responses are rated on a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale includes domains such as conflict, closeness, dependency, and overall positive relationship (sum of all domains). The validity and reliability of the questionnaire were determined by Abarashi (2009). Cronbach's alpha for the domains of conflict, closeness, dependency, and positive relationship were 0.84, 0.69, 0.46, and 0.80, respectively. Reliability was also reported as 0.84, 0.70, 0.61, and 0.86 for these domains. Drexler and Pianta (2011) reported Cronbach's alpha reliability for the domains as 0.75, 0.74, 0.69, and 0.80 (Atar et al., 2024). In this study, the Cronbach's alpha reliability for the questionnaire was 0.80, which is considered good.

2.3. Interventions

2.3.1. Schema-based Parenting Training

This intervention program consists of eight 90-minute weekly sessions delivered to mothers of children. The main topics covered include meeting children's basic needs (secure attachment, autonomy, freedom to express needs and emotions, self-motivation, and realistic expectations) and the schemas resulting from unmet basic needs. Participants were assigned weekly homework based on the session's content, which was reviewed at the beginning of the following session. Each session began with a discussion on the previous homework, questions, and ambiguities (approximately 20-25 minutes). The second part of each session involved teaching the relevant topics and techniques (approximately 45 minutes), followed by exercises, answering questions, summarizing, and assigning new homework (approximately 20-25 minutes) (Ghasemi et al., 2019; Karimi Moghadam et al., 2023; Qashqai et al., 2023).

Session 1: Introduction and Orientation

In the first session, mothers are introduced to the counselor and the importance of effective parenting. The counselor explains the concept of competent parenting and its significance in child development. The goal is to raise awareness about the impact of parenting on children's emotional and behavioral growth. As a homework assignment, mothers are asked to reflect on their children's needs and consider the consequences of meeting or failing to meet those needs.

Session 2: Introduction to Emotional Needs and Schema-Based Parenting

This session focuses on explaining the five basic emotional needs for children: security, affection, autonomy, competence, and relatedness. The counselor discusses how these needs influence children's behavior and the formation of unhealthy schemas when not adequately met. Mothers learn how to recognize and meet their child's emotional needs, emphasizing the importance of providing emotional support and nurturing to avoid maladaptive schema formation. Homework involves reflecting on their child's emotional needs and considering how they can meet these needs at home.

Session 3: Emotional Connection and Acceptance

In this session, mothers learn the importance of emotional connection, acceptance, and creating a safe emotional space for their children. The counselor explains how unmet emotional needs, especially the need for connection and acceptance, can lead to maladaptive schemas. Practical

strategies are shared to foster emotional closeness with children, such as active listening and validating their feelings. Homework involves practicing empathy and spending quality time with their children, while observing the impact on the child's behavior.

Session 4: Empathy and Quality Time

The focus of this session is on the significance of spending quality time with children and developing empathy for their feelings. The counselor explains how neglecting emotional needs can lead to feelings of abandonment and rejection, which contribute to the development of negative schemas. The session offers tools for improving empathetic communication and connecting emotionally with children. Homework involves planning and engaging in activities that promote emotional closeness and validating children's emotions.

Session 5: Autonomy, Competence, and Identity

This session emphasizes the importance of supporting children's autonomy, competence, and sense of identity. The counselor explains how providing children with opportunities to make decisions and feel capable fosters healthy self-esteem and reduces the risk of schema formation. Mothers are guided on how to empower their children through appropriate challenges, consistent feedback, and encouraging self-expression. Homework involves observing their child's behavior and identifying opportunities to foster autonomy and competence.

Session 6: Setting Boundaries and Self-Control

In this session, mothers learn about the importance of setting realistic boundaries and teaching self-control to their children. The counselor highlights the emotional need for appropriate limitations and how their absence can contribute to negative schemas such as entitlement and emotional dysregulation. Techniques for setting firm yet supportive boundaries are introduced, and mothers are encouraged to model self-control. Homework involves establishing clear and consistent limits for their children and tracking their responses.

Session 7: Realistic Expectations and Self-Regulation

The focus of this session is on the need for realistic expectations and self-regulation. The counselor discusses how having unrealistic expectations of children can lead to frustration and the formation of schemas related to inadequacy or failure. Strategies for setting achievable goals for children are shared, along with the importance of balancing expectations with the child's developmental stage. Mothers are encouraged to reflect on their own expectations and adjust them to be more realistic and supportive.

Homework involves identifying any unrealistic expectations they may hold and practicing setting achievable goals for their children.

Session 8: Values and Social Connection

The final session focuses on instilling moral values and promoting social connections. The counselor discusses how the development of values and social responsibility is critical for children's emotional growth and how neglecting these areas can lead to the formation of negative schemas. Techniques for fostering social responsibility, empathy, and moral values are discussed. The session also includes a discussion on repair and reconnection after mistakes. Homework involves practicing discussions with their child about moral values and encouraging social interactions with peers.

2.3.2. *Adler-Dreikurs Parenting Approach*

This intervention program consists of eight 90-minute weekly sessions delivered to mothers of children. The main topics include recognizing the goals of misbehavior (attention-seeking, power, revenge, discouragement), meeting children's basic needs (belonging, capability, significance, encouragement), fostering child warmth, common mistakes in punishment and reward, using natural and logical consequences, family meetings, promoting child independence according to age, teaching problem-solving, and fostering social interest in the child. Participants were given homework assignments each week, which were reviewed in the subsequent session. Each session began with a discussion of the previous homework, questions, and ambiguities (approximately 20-25 minutes), followed by instruction on the relevant topics and techniques (approximately 45 minutes), and concluded with exercises, answering questions, summarizing, and assigning new homework (approximately 20-25 minutes) (Ghasemtabar et al., 2022).

Session 1: Introduction and Orientation

In this opening session, mothers are introduced to the counselor, the program's structure, and the Adler-Dreikurs approach to parenting. The counselor creates an open and supportive environment, emphasizing the importance of parent-child cooperation. The session includes an introduction to the core concepts of Adlerian theory, such as the importance of social interest, belonging, and the role of encouragement in fostering a positive relationship with children. As homework, mothers are asked to track their child's behavior throughout the week.

Session 2: Responsibility and Emotional Growth

This session introduces the concept of responsibility in child-rearing. The counselor discusses how fostering a sense of responsibility in children helps them become independent and emotionally resilient. The session also covers the emotional challenges that parents face in their relationship with their children. Homework involves applying the strategies discussed in the session to encourage responsible behavior and documenting their child's reactions.

Session 3: Parenting Styles and Their Impact

In this session, mothers learn about different parenting styles and their long-term impact on children's development. The counselor explains the differences between authoritative, authoritarian, permissive, and uninvolved styles and the importance of finding a balanced approach. Emphasis is placed on recognizing and adapting their own parenting style to promote a cooperative and respectful relationship with their children. Homework involves identifying their current parenting style and tracking how it influences their child's behavior.

Session 4: Understanding Misbehavior and Its Goals

This session focuses on understanding the underlying goals of children's misbehavior. The counselor explains the concept of "mistaken goals" (e.g., seeking attention, power, revenge, or avoidance) and how to address them effectively. Mothers are taught to recognize these goals and respond in a way that promotes cooperation and social interest. Homework involves identifying the possible underlying goals behind their child's misbehavior and applying appropriate interventions.

Session 5: Encouragement vs. Rewards

The focus of this session is on the concept of encouragement, which differs from rewards and praise. The counselor explains how encouragement fosters intrinsic motivation, while rewards may encourage external motivation. Techniques for encouraging positive behavior and effort are shared. Homework involves practicing the use of encouragement in different situations and observing the effect on their child's behavior.

Session 6: Reflective Listening and Emotions

In this session, mothers learn the skill of reflective listening, which involves acknowledging and validating their child's feelings. The counselor discusses how reflective listening helps children feel heard and respected, promoting healthy emotional development. The session also covers the concept of "I-messages" to express emotions without blaming or criticizing the child. Homework involves

practicing reflective listening and using “I-messages” in conversations with their child.

Session 7: Consequences vs. Punishment

This session focuses on understanding the difference between natural and logical consequences versus punishment. The counselor explains how consequences help children learn responsibility and the effects of their actions, while punishment often leads to resistance. Mothers are taught how to apply logical consequences that are connected to the child’s behavior. Homework involves identifying appropriate consequences for their child’s behavior and applying them.

Session 8: Family Meetings and Summing Up

The final session teaches mothers how to hold effective family meetings, where children are encouraged to participate in decision-making. The counselor explains the importance of cooperation and how to structure family meetings to solve problems together. The session concludes with a summary of the techniques learned throughout the program and a discussion of how to continue applying them at home. Homework involves organizing a family meeting and reflecting on the outcomes.

2.4. Data Analysis

Data analysis in this study was conducted using a combination of descriptive and inferential statistical methods. The effectiveness of both parenting interventions

was compared through between-group analysis using independent t-tests. Additionally, pre- and post-intervention scores for parenting stress and burnout were analyzed using paired t-tests to assess the impact of each intervention. The results were analyzed at a 95% confidence level, and all statistical analyses were performed using SPSS software (version 26).

3. Findings and Results

The sample consisted of participants from three groups: Adler-Dreikurs-based parenting, Schema-based parenting, and a control group. Regarding age distribution, in the Adler-Dreikurs group, 20% of participants were aged 30-35 years, 33.3% were aged 35-40 years, and 46.6% were aged 40-45 years. In the Schema-based parenting group, 33.3% of participants were aged 30-35 years, 40% were aged 35-40 years, and 26.6% were aged 40-45 years. In the control group, 33.3% were aged 30-35 years, 53.3% were aged 35-40 years, and 13.3% were aged 40-45 years. In terms of education, 40% of participants in the Adler-Dreikurs group had a bachelor’s degree, and 60% had a master’s degree or higher. In the Schema-based parenting group, 26.6% had a bachelor’s degree, and 73.3% had a master’s degree or higher. In the control group, 6.6% had a diploma, 26.6% had a bachelor’s degree, and 66.6% had a master’s degree or higher.

Table 1

Descriptive Statistics Table

Variable	Group	Pre-test Mean (M)	Post-test Mean (M)	Follow-up Mean (M)	SD (Pre-test)	SD (Post-test)	SD (Follow-up)
Parenting Burnout	Adler-Dreikurs Parenting	23.72	14.69	40.68	1.90	1.70	1.73
	Schema-based Parenting	21.01	14.74	40.58	1.52	0.91	1.51
	Control	21.70	23.33	20.60	2.75	2.33	2.60
Parental Stress	Adler-Dreikurs Parenting	91.85	79.11	78.99	1.91	1.47	1.75
	Schema-based Parenting	80.81	75.27	71.55	1.74	1.27	1.51
	Control	85.27	85.33	85.80	1.85	2.33	1.88
Parent-Child Interaction	Adler-Dreikurs Parenting	79.96	88.31	87.42	2.96	1.70	1.52
	Schema-based Parenting	76.14	82.27	81.86	2.12	2.27	1.91
	Control	76.42	75.99	75.44	1.99	1.90	2.34

The results in Table 1 reveal a significant reduction in parental burnout and stress, as well as improvements in parent-child interactions, particularly in the Adler-Dreikurs and Schema-based parenting groups. The Adler-Dreikurs group showed the most prominent change from pre-test to

post-test, with a decrease in parental burnout and stress and improvement in parent-child interaction quality. The assumptions for conducting the statistical analyses were checked and confirmed, including normality and homogeneity of variance. The sample sizes were adequate (n

= 15 per group), and the distribution of scores was sufficiently normal for the application of the analysis of variance (ANOVA).

Table 2

ANOVA Table

Source of Variance	SS	df	MS	F	p-value	η^2	Power
Within-Groups (Time)	582.917	2	291.458	13.312	0.001	0.241	0.997
Time * Group Interaction	407.569	4	101.892	4.654	0.002	0.181	0.938
Error	1839.153	84	21.895				
Between-Groups (Group)	298.165	2	149.083	4.551	0.001	0.178	0.990
Error	4326.206	42	103.005				

The ANOVA results show that time had a significant effect on the outcomes, $F(2, 84) = 13.312$, $p < 0.001$, with a large effect size ($\eta^2 = 0.241$). The interaction between time and group was also significant, $F(4, 84) = 4.654$, $p = 0.002$,

indicating that the effect of time on the outcomes differed across groups. The group effect was significant as well, $F(2, 42) = 4.551$, $p = 0.001$, suggesting differences between the groups in the improvement of outcomes (Table 2).

Table 3

Post-Hoc Comparison Test (Bonferroni)

Variable	Group	Time	Mean Difference	Standard Error	p-value
Parental Burnout	Adler-Dreikurs	Pre-Test - Post-Test	3.085	0.656	0.001
		Post-Test - Follow-Up	0.744	0.595	0.231
	Schema-based Parenting	Pre-Test - Post-Test	2.275	0.573	0.001
		Post-Test - Follow-Up	0.161	0.256	0.538
	Control	Pre-Test - Post-Test	-0.346	0.287	0.249
		Post-Test - Follow-Up	0.733	0.483	0.151
Parenting Stress	Adler-Dreikurs	Pre-Test - Post-Test	6.802	0.671	0.001
		Post-Test - Follow-Up	0.112	0.657	0.867
	Schema-based Parenting	Pre-Test - Post-Test	6.534	1.423	0.001
		Post-Test - Follow-Up	1.720	0.652	0.019
	Control	Pre-Test - Post-Test	0.135	0.624	0.832
		Post-Test - Follow-Up	-0.060	0.675	0.389
Parent-Child Interaction	Adler-Dreikurs	Pre-Test - Post-Test	-8.347	2.556	0.006
		Post-Test - Follow-Up	0.882	0.486	0.091
	Schema-based Parenting	Pre-Test - Post-Test	-6.132	2.394	0.023
		Post-Test - Follow-Up	0.414	0.325	0.225
	Control	Pre-Test - Post-Test	0.428	0.494	0.402
		Post-Test - Follow-Up	0.554	0.567	0.346

The post-hoc Bonferroni test in Table 3 revealed significant improvements in parental burnout and stress in both the Adler-Dreikurs and Schema-based parenting groups from pre-test to post-test ($p < 0.01$). However, the follow-up results showed no significant differences between post-test and follow-up measures, except for the Schema-based parenting group where stress remained significantly reduced at follow-up ($p = 0.019$). Parent-child interaction quality significantly improved from pre-test to post-test in the Adler-Dreikurs group ($p = 0.006$). No significant changes were observed in the control group for any variables.

4. Discussion and Conclusion

The results of this hypothesis demonstrated the effectiveness of both approaches, in comparison to the control group, on parenting burnout and parenting stress. There was no significant difference in the effectiveness between the two experimental groups.

There is no consensus on which intervention may have the best potential for preventing and reducing parent burnout (Ping et al., 2023; Ren et al., 2024; Vajihsadat & Gholamreza, 2023; Wang et al., 2023). No study was found that directly examined and compared the effectiveness of

these two therapeutic methods. Research on the effectiveness of different approaches for parenting burnout, as well as the influencing factors and outcomes, is being conducted and evaluated worldwide (Adili et al., 2024; Vajihsadat & Gholamreza, 2023).

In Adler-Dreikurs-based parenting education, the mother identifies the child's needs by learning the erroneous goals of the child's misbehavior, evaluating and cognitively reinterpreting situations. This enables her to correctly identify the child's needs and strive to meet them. In schema-based parenting, on one hand, parental self-awareness of the activation of their schemas (the cause of neglect and unawareness) and identifying dysfunctional cycles, and separating their behavioral problems from those of the child, and on the other hand, fulfilling basic emotional needs, implementing reasonable boundaries, and establishing realistic expectations, reduce the burnout caused by additional responsibilities for mothers. It also supports the child's need for autonomy, based on their age, and helps the mother achieve a sense of competence and self-efficacy rather than helplessness and despair in parenting (Ghasemtabar et al., 2022).

No research was found that directly compared the effectiveness of these two therapeutic approaches on parental stress. However, the closest related research may be the study comparing the effectiveness of schema-based parenting education and positive parenting on other variables (Ghasemi et al., 2019; Karimi Moghadam et al., 2023; Qashqai et al., 2023), which also reported a reduction in parental stress and found no significant difference between the two groups' effectiveness. This aligns with the present study. Adler-Dreikurs-based parenting, through the provision of clear guidelines, unambiguous rules, an authoritative parenting style, logical consequences, and enhanced parenting competence, reduced parenting stress. By teaching and developing problem-solving skills, the mother helps the child become encouraged, overcome hopelessness, and respond positively. With increased parenting capacity, mothers act with a focus on solving the problem, rather than focusing on emotions. As a result, on the one hand, encouraging the child and fulfilling their basic emotional needs reduces the child's behavioral problems, while on the other hand, parental awareness and a sense of competence in dealing with daily challenging situations reduces maternal tension.

In schema-based parenting education, increasing the mother's emotional intelligence contributes to reducing her stress. This approach, in addition to teaching about thoughts

and behaviors, also focuses on emotions and helps manage the mother's emotional state. Mothers learn to consciously suppress activated schemas to prevent negative thoughts and irrational beliefs from leading to ineffective behavior. They become aware of their internal attitudes, self-evaluate, and adopt effective coping styles.

The results of this hypothesis indicate the effectiveness of both approaches compared to the control group and with each other on parent-child interaction, with the effectiveness of Adler-Dreikurs-based parenting education being greater. No study was found that directly examined and compared the effectiveness of these two therapeutic methods on parent-child interaction. However, the closest related research might be the study comparing the effectiveness of a sufficient positive parenting approach with schema therapy-based parenting and positive parenting education on parent-child conflict in mothers of children with conduct disorder (Ghasemi et al., 2019; Ghasemtabar et al., 2022; Qashqai et al., 2023). Their findings indicated that both interventions reduced parent-child conflict, with no significant difference in their effectiveness. The effectiveness of both interventions and the improvement in parental interaction align with the present study, but the greater effectiveness of the Adler-Dreikurs approach over schema-based parenting in this study is inconsistent. This discrepancy may be explained by differences in the study populations: the present study focused on mothers of non-clinical children aged 4-12 years with varied and common behavioral development issues, while the referenced study involved mothers of children in the second grade of elementary school with conduct disorders and similar issues.

Adler-Dreikurs-based parenting views the family as a system. It promotes cooperation, respect, mutual respect, responsibility, and positive communication, reinforcing family dynamics. Schema-based parenting, by providing empathetic responses, creates a nurturing and supportive environment for the child's optimal growth. Parents identify and manage their child's temperament and distance themselves from overly strict standards that may damage the mother-child relationship by setting realistic expectations based on the child's age. Therefore, while the results of this study do not undermine the value of either approach, the findings indicate that Adler-Dreikurs-based parenting education is superior in improving parental interaction. This superiority may be attributed to its established and longer history, compared to schema-based parenting education. This approach has been studied and refined over the past hundred years with the goal of educating parents.

5. Limitations and Suggestions

Due to time constraints, the follow-up of interventions was short-term (one month). The sample population of the present study consisted only of mothers, so generalizing the results to fathers is not possible. Since the sample consisted of mothers with children aged 4-12 years in District 1 of Tehran, caution should be exercised when generalizing the results to other populations. Similar research should include fathers, who also play a significant role in parenting style and parent-child interactions. Given the effectiveness of the interventions in this study, it is recommended that long-term follow-ups (preferably 6 and 12 months) be conducted for more stable and impactful results. Similar research on parents of adolescents (aged 12 and above) should also be conducted to examine the effectiveness of the interventions. To enhance effectiveness, the use of techniques from other third-wave therapies, such as mindfulness, in combination with the interventions in this study is recommended for future research. Given the sample population and entry criteria of this study, it is recommended that different populations be used to examine the effectiveness of these interventions. To increase results and effectiveness, interventions relevant to the child's age (such as communication skills, emotion regulation, and anger management) should also be implemented and evaluated simultaneously. Similar research should be conducted with gender and age group distinctions (girls vs. boys, ages 4-7, 7-10, and 10-12) and compared. Qualitative interviews combined with questionnaires can further enhance the effectiveness of interventions based on the clients' needs. Numerous studies have confirmed the impact of marital life on parenting burnout. Teaching skills to couples, along with parenting education, can be an effective complement to parenting behavior. Both qualitative and quantitative studies on parental burnout and its cutoff scores are also recommended.

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

The authors report no conflict 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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