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Original Article (Quantitative)

The Effectiveness of Problem-Solving Skills Training on Perceived Stress and Tolerance of Ambiguity among Mothers of Elementary School Students

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Abstract

The present study aimed to investigate the effectiveness of problem-solving skills training on perceived stress and tolerance of ambiguity among mothers of elementary school students. This applied study employed a quasi-experimental design using a pretest–posttest format with a control group and a two-month follow-up assessment. The statistical population consisted of mothers of elementary school students in Behshahr, Iran, during the 1404–1405 academic period. A sample of 40 mothers was selected through purposive sampling based on the inclusion and exclusion criteria and was randomly assigned to either an experimental group (n = 20) or a control group (n = 20). Data were collected using the Perceived Stress Scale (PSS) developed by Cohen, Kamarck, and Mermelstein (1983) and the Multiple Stimulus Types Ambiguity Tolerance Scale (MSTAT-I) developed by McLain (1993). The experimental group received the problem-solving skills training program based on the model developed by D'Zurilla and Goldfried (1971). Data were analyzed using repeated-measures analysis of variance (ANOVA) in SPSS version 26. The findings indicated significant differences in perceived stress and tolerance of ambiguity scores between the pretest and posttest as well as between the pretest and the two-month follow-up, demonstrating improved performance among mothers following the intervention. However, no significant difference was found between the posttest and follow-up assessments, indicating the stability of the intervention effects over time ($p < .01$). In conclusion, problem-solving skills training is effective in reducing perceived stress and improving tolerance of ambiguity among mothers of elementary school students. Therefore, this educational approach can be employed as an effective intervention to enhance psychological well-being in this population.

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