Urwatul Wutsqo: Jurnal Studi Kependidikan dan Keislaman
Vol. 15 No. 3, November 2026
P-ISSN: 2252-6099; E-ISSN: 2721-2483
DOI: https://doi.org/10.54437/urwatulwutsqo.v15i3.3912

The Relationship Between Perceived Mindful Parenting, Emotion Regulation, and Psychological Well-Being Among High School Students

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Received: October 09, 2026 Revised: October 21, 2026 Accepted: November 13, 2026 Online: November 20, 2026

Keywords:
Perceived mindful parenting; emotion regulation; psychological well-being; high school students; developmental psychology.

Abstract

This study aims to examine the relationships among perceived mindful parenting, emotion regulation, and psychological well-being in adolescents. A quantitative, cross-sectional correlational research design was employed. The participants consisted of 261 students from Sunan Giri Menganti High School, aged 15–18 years. Data were collected using the Interpersonal Mindfulness in Parenting Scale (IM-P), an emotion regulation scale, and a psychological well-being scale, with responses scored on a 1–4 scale. Data analysis was conducted using Spearman's rho correlation. The results indicate that perceived mindful parenting is positively and significantly associated with both emotion regulation ($\rho = 0.238$; $p < 0.001$) and psychological well-being ($\rho = 0.257$; $p < 0.001$). Emotion regulation also shows a positive and significant correlation with psychological well-being ($\rho = 0.574$; $p < 0.001$), with this pair yielding the highest correlation coefficient. These findings highlight the interconnections between adolescents' perceptions of parental care, their ability to manage emotions, and their psychological well-being, though they do not establish a causal relationship. Further testing of discriminant validity is required to empirically distinguish between these constructs. This study provides insight into how family-relational factors and intrapersonal capacities relate to the psychological well-being of adolescents.

Kata kunci:
Perceived mindful parenting; regulasi emosi; psychological well-being; siswa SMA; psikologi perkembangan.

Abstrak

Penelitian ini bertujuan mengetahui hubungan antara perceived mindful parenting, regulasi emosi, dan psychological well-being pada remaja. Penelitian menggunakan pendekatan kuantitatif desain korelasional cross-sectional. Responden terdiri atas 261 siswa SMA Sunan Giri Menganti berusia 15-18 tahun. Data dikumpulkan menggunakan Interpersonal Mindfulness in Parenting Scale (IM-P), skala regulasi emosi, dan skala psychological well-being, dengan empat jawaban berskor 1–4. Analisis data menggunakan korelasi Spearman's rho. Hasil menunjukkan bahwa perceived mindful parenting berhubungan positif dan signifikan dengan regulasi emosi ($\rho = 0{,}238$; $p < 0{,}001$) dan psychological well-being ($\rho = 0{,}257$; $p < 0{,}001$). Regulasi emosi juga berhubungan positif dan signifikan dengan psychological well-being ($\rho = 0{,}574$; $p < 0{,}001$). Korelasi regulasi emosi dengan psychological well-being merupakan hubungan dengan koefisien tertinggi. Temuan ini menunjukkan keterkaitan antara persepsi remaja terhadap pengasuhan orang tua, kemampuan mengelola emosi, dan kesejahteraan psikologis, tanpa menunjukkan hubungan sebab-akibat. Keterbedaan empiris kedua konstruk masih memerlukan pengujian validitas diskriminan lebih lanjut. Penelitian ini memberikan gambaran mengenai keterkaitan faktor relasional keluarga dan kapasitas intrapersonal dengan kesejahteraan psikologis remaja.

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Introduction

Adolescence is a transitional developmental stage characterized by physical, cognitive, emotional, and social changes during which individuals are required to adapt to academic demands the formation of personal identity interpersonal relationships, identity formation, and increasingly diverse emotional dynamics. In the Indonesian context, research on adolescents aged 16–18 indicates a 24.3% prevalence of psychological distress and a 12.6% prevalence of depression among those attending school (Pham et al., 2024). This situation highlights the importance of examining adolescent mental health specifically the positive aspects that enable them to thrive known as "psychological well-being." This concept encompasses an individual's ability to accept themselves, build positive relationships, manage their environment, possess a sense of purpose in life, and develop their personal potential (Sagone et al., 2018). Sunardy et al. (2023) also indicate that psychological well-being can be validly measured among Indonesian adolescents through adaptation Brief Scale of Psychological Well-Being for Adolescents.

One factor related to the psychological well-being of adolescents is their experience of parental care. Mindful parenting is a parenting approach that prioritizes awareness when interacting with one's child accepting experiences without negative judgment, understanding both one's own state and that of the child, and responding to situations calmly rather than overreacting (Duncan et al., 2009; Napisah & Sakdiah, 2026). A review of 301 articles by Huynh et al. (2024) indicates that mindful parenting is associated with child well-being, positive parenting behaviors, and the quality of the parent-child relationship. Study Mera et al. (2025) suggests that perceived mindful parenting plays an ongoing role in adapting to and managing pressures arising from academic and social environments. In line with this, Royuela-Colomer et al. (2024) found that mindful parenting was associated with emotion regulation, mental health, and the quality of the parent-child relationship, although the relationship between an adolescent's psychological state and mindful parenting may be reciprocal. Burgdorf et al. (2019) indicates that mindfulness interventions for parents are potentially associated with a reduction in parenting stress and improvements in a number of psychological outcomes for children and adolescents. Meanwhile, the review Mera et al. (2026) examining the link between mindful parenting and emotional adjustment, well-being, coping, and emotion regulation in adolescents. The findings indicate that adolescents' perceptions of parental caregiving serve as a relevant relational factor for understanding psychological well-being.

Beyond relational factors, psychological well-being is also linked to emotion regulation as an individual psychological process. During adolescence, the ability to manage emotional experiences is essential for navigating increasingly complex social and academic demands. Ratliff et al. (2023) states that supportive parenting characterized by openness, acceptance, and parental emotional responsiveness is linked to adolescent adjustment, both directly and

through emotion regulation. Review Lennarz et al. (2019) and Rueth & Lohaus (2022) examines the relationship between emotion regulation and psychosocial adjustment and well-being in adolescents, while Scharf et al. (2023) indicates that patterns of emotion regulation are associated with the well-being and adjustment of adolescents. Closeness and conflict within the parent-adolescent relationship are linked to life satisfaction, with the nature of these associations depending on the level of difficulty adolescents experience in regulating their emotions (Chiang et al., 2023). Scafuto et al. (2024) also examined the relationship between methods of emotion regulation particularly through cognitive reappraisal and psychological well-being. in the Indonesian context, Rakasiwy and Satwika (2025) found a relationship between emotion regulation and psychological well-being in high school students. In addition, Moreira and Canavarro (2020) demonstrates the link between mindful parenting and adolescents' difficulties with emotion regulation.

Although previous research has examined the relationships between perceived mindful parenting, emotion regulation, and psychological well-being, studies that integrate these relational and intrapersonal factors simultaneously remain limited, particularly among high school students in Indonesia. Balqis (2020) finding a positive relationship between perceived mindful parenting and self-disclosure in adolescents. Mera et al. (2026) It is indicated that research on mindful parenting and adolescent adjustment has largely focused on emotional and behavioral problems, whereas studies concerning well-being and its relationship to coping or emotion regulation remain relatively limited. Conversely, research on emotion regulation and well-being tends to examine intrapersonal processes, such as strategies for managing emotions and their connection to well-being (Beaumont et al., 2023; Verzeletti et al., 2016). Moreira et al. (2018) suggests that the relationship between mindful parenting and adolescent well-being is linked to attachment representations, self-compassion, and mindfulness. Furthermore, Moreira and Canavarro (2020) found that the relationship between mindful parenting and adolescents' emotion regulation difficulties is linked to psychological inflexibility and self-compassi a relatively strong positive association on.

Previous research has provided evidence regarding the link between mindful parenting and psychological adjustment, as well as the relationship between emotion regulation and psychological well-being; however, there remains a need for contextual evidence that examines perceived mindful parenting, emotion regulation, and psychological well-being within a single research framework. Furthermore, existing studies on emotion regulation and well-being often focus on intrapersonal processes without simultaneously considering parenting experiences as a relational factor. Consequently, the novelty of this study lies in its simultaneous examination of the relationships between perceived mindful parenting, emotion regulation, and psychological well-being among high school students in Indonesia. Against this backdrop, this study aims to investigate the associations between perceived mindful parenting, emotion regulation, and psychological well-being in high school students. It is expected that this research will contribute to the empirical evidence concerning the interplay between familial relational factors, intrapersonal factors, and the psychological well-being of adolescents.

Method

This study employed a quantitative approach with a cross-sectional correlational design to analyze the relationships between perceived mindful parenting, emotion regulation, and psychological well-being among high school students. This design is used to examine the associations between variables without the application of any interventions or treatments to

the respondents, while data collection is conducted simultaneously within a single time frame via an online questionnaire. The research participants were students in grades X, XI, and XII at senior high school Sunan Giri Menganti, aged between 15 and 18 years. A total sampling technique was employed, encompassing all members of the population who met the research criteria and were present on the day of data collection. Data collection took place on-site at the school on September 25, 2026, between 07:00 and 11:00. A questionnaire designed using a Likert scale was distributed to the students present via a Google Forms link. The Likert scale consisted of four response options: 1 = Strongly Disagree (STS), 2 = Disagree (TS), 3 = Agree (S), and 4 = Strongly Agree (SS). The researchers distributed the questionnaire link with the assistance of a school counselor, and students completed the questionnaire independently using their mobile phones. A total of 261 students participated in the study, and all data meeting the completeness criteria were subsequently analyzed.

The measurement of research variables employs three psychological instruments adapted from previous studies. Perceived mindful parenting is measured using the Interpersonal Mindfulness in Parenting Scale (IMP-31) specifically the perception-based version which was adapted by Balqis (2020) dari de Bruin et al. (2014), Out of 31 items, 30 were found to be valid, with a reliability coefficient of 0.895. Emotion regulation was measured using a scale adapted by Rakasiwy and Satwika (2025) based on Sari and Naqiyah (2023) and theory Gross (2014), Out of 40 items, 38 were found to be valid, with a reliability coefficient of 0.865. Meanwhile, psychological well-being was measured using a scale adapted by Rakasiwy and Satwika (2025) based on theory Ryff (1989), with 25 valid items and a reliability coefficient of 0.728. These results indicate that the three instruments have different reliability coefficients, in accordance with the characteristics of each respective scale.

Data collection was conducted following the receipt of authorization from the school. Participant consent was obtained from the students through an informed consent process. Guidance and Counseling (BK) teachers and school administration served as facilitators and granted permission for the research to be carried out within the school environment. The study was authorized by senior high school Sunan Giri Menganti, as evidenced by research permit number 421.3/192/SMA-SGM/IX/2026. Written consent from parents or guardians was not obtained for this study; this is acknowledged as a limitation in the procedures for participant protection, particularly regarding students under the age of 18. At the outset, respondents were provided with an explanation concerning the study's objectives, the protection of information confidentiality, the voluntary nature of participation, and the right to withdraw at any time without facing any consequences. Participation in the study commenced only after respondents had provided their consent via the informed consent process.

Data analysis was conducted using JASP 0.18.1.0 software. The data processing began with a descriptive analysis to outline the participants' profiles and the distribution of scores for each variable. The subsequent stage involved checking statistical assumptions through tests for normality and linearity. Based on the test results, the normality test results indicated that the data were not normally distributed; therefore, the relationships between perceived mindful parenting, emotion regulation, and psychological well-being were analyzed using Spearman correlation. This analysis was employed to examine the direction, strength, and significance of the relationships between the variables, with the significance level set at 0.05.

Result and Discussion

Result

This study involved 261 senior high school students who met the research criteria and for whom data were available for analysis. Based on the respondents' characteristics presented in Table 1, 183 respondents (70.1%) were female, and 78 respondents (29.9%) were male. Table 1 provides an overview of the demographic characteristics of the respondents involved in this study.

Table 1.
Respondent Characteristics by Gender

Gender	Frequency	Percentage
Female	183	70.1%
Male	78	29.9%
Total	261	100%

Descriptive statistics in Table 2 show that the perceived mindful parenting variable has a mean score of 76.245 (SD = 7.70), with a minimum score of 59 and a maximum of 120. The emotion regulation variable has a mean score of 105.352 (SD = 11.642), with a range from a minimum of 71 to a maximum of 152. Meanwhile, psychological well-being has a mean score of 72.176 (SD = 8.278), with a minimum score of 47 and a maximum of 100.

Table 2.
Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	Standard Deviation
Perceived Mindful Parenting	261	59	120	76.245	7.700
Emotion Regulation	261	71	152	105.352	11.642
Psychological Well-Being	261	47	100	72.176	8.278

Spearman's correlation analysis indicates a positive and significant relationship between perceived mindful parenting and emotion regulation ($\rho = 0.238$, $p < 0.001$). A positive and significant relationship was also found between perceived mindful parenting and psychological well-being ($\rho = 0.257$, $p < 0.001$). Furthermore, emotion regulation shows a positive and significant relationship with psychological well-being ($\rho = 0.574$, $p < 0.001$).

Table 3.
Correlation Table

		Correlation		
		Perceived Mindful Parenting	Emotion Regulation	Psychological Well-Being
Perceived Mindful Parenting	Correlation Coefficient	1.000	.238**	.257**
	Sig. (2-tailed)	.	.001	.001

	N	261	261	261
Emotion Regulation	Correlation Coefficient	.238**	1.000	.574**
	Sig. (2-tailed)	.001	.	.001
	N	261	261	261
Psychological Well-Being	Correlation Coefficient	.257**	.574**	1.000
	Sig. (2-tailed)	.001	.001	.
	N	261	261	261

Among the three pairs of variables, the relationship between emotion regulation and psychological well-being yielded the highest correlation coefficient ($\rho = 0.574$, $p < 0.001$). This result indicates that, within the study sample, emotion regulation scores exhibit the strongest bivariate association with psychological well-being scores. Nevertheless, a substantive interpretation of the strength of this relationship should take into account the characteristics of the instruments used and the distinct nature of the constructs being measured.

Overall, these analytical results confirm that perceived mindful parenting, emotion regulation, and psychological well-being are positively and significantly interrelated. Based on the bivariate correlation analysis, these findings reflect a symmetrical and equivalent level of association, without establishing any predictive structure, mediating function, or causal dynamics.

Discussion

This study found a positive and significant relationship between perceived mindful parenting, emotion regulation, and psychological well-being among 261 senior high school. The findings revealed positive associations among perceived mindful parenting, emotion regulation, and psychological well-being, with varying degrees of association across the three pairs of variables. These findings indicate that the three variables are positively interrelated, though the strength of these associations varies; the relationship between emotion regulation and psychological well-being yielded the highest correlation coefficient. While all results point to a positive association, they do not establish a causal relationship, as the data were collected at a single point in time using a cross-sectional design.

A positive relationship between perceived mindful parenting and psychological well-being, with a value of $\rho = 0.257$, indicates that a more positive perception of parental care is associated with higher psychological well-being. This finding is consistent with the Duncan et al.'s (2009) mindful parenting framework which emphasizes full attention, self-regulation, and an attitude of acceptance free from negative judgment within the parenting process. Moreira et al. (2018) also examines the relationship between mindful parenting and adolescent well-being, in the context of attachment representations, self-compassion, and mindfulness. When adolescents feel heard and accepted by their parents, they tend to develop positive self-esteem, a sense of purpose in life, and the ability to manage interpersnal relationships in a healthier way, all of which are key dimensions pillars of psychological well-being (Weinstein et al., 2021). Parental acceptance is also relevant in understanding the formation of adolescent self-confidence (Viejo et al., 2018). Taken together, this literature supports the relevance of the quality of parent-child interactions in understanding adolescent well-being. However, the relationship found in this research shows that perceived mindful parenting is one of the relational aspects related to psychological well-being, not the only factor that determines

psychological well-being. In addition, this study specifically measured students' perceptions of parenting, so the results cannot be used to objectively conclude the characteristics of parental parenting.

A positive relationship between perceived mindful parenting and emotion regulatiThese statistics provide an overview of the distribution of respondents' scores across the three variables under study on with a value of $\rho = 0.238$ indicates that the perception of mindful parenting is associated with higher emotion regulation scores. This finding can be understood through the mindful parenting model Duncan et al. (2009), which positions the quality of parental attention and responsiveness as an important part of family interaction. Moreira and Canavarro (2020) also examines the link between mindful parenting and emotion regulation difficulties in adolescents. Although conceptually relevant, comparing these two sets of findings requires accounting for differences in the direction of measurement, as emotion regulation difficulties are not identical to emotion regulation abilities. Therefore, while the results of this study support the existence of a connection between perceptions of parenting and emotion regulation, they do not yet clarify the direction or the underlying mechanism of this relationship.

The highest correlation was found between emotion regulation and psychological well-being, with a value of $\rho = 0.574$. This result indicates a relatively strong positive association between the two scores within the research sample. Emotion regulation framework Gross (2015) provides a theoretical basis for understanding the relevance of emotion management processes in individual psychological functioning. Study Rakasiwy and Satwika (2025), which examines emotion regulation psychological well-being in high school students in Indonesia, is also a relevant comparison. In adolescence, emotional turmoil often occurs as academic demands and peer dynamics increase (McLaughlin et al., 2015). Previous research suggests that adolescents who use adaptive emotion regulation strategies may be better equipped to manage academic and social pressures (Scafuto et al., 2024). However, the magnitude of the correlation in this study needs to be interpreted with caution. Values close to one may reflect strong substantive relatedness, but also require checking for possible overlap of constructs or items in the two instruments. Therefore, the discriminant validity and psychometric characteristics of the instrument need to be reviewed before the strength of the relationship is drawn as broader conclusions.

In practical terms, these findings highlight the relevance of developing emotion regulation skills and fostering high-quality parent-child interactions for understanding the psychological well-being of high school students. In some Indonesian family contexts, values emphasizing children's respect and devotion toward their parents, as well as family harmony encourage adolescents to maintain strong emotional bonds with their parents (Setiyani and Windsor, 2019). While mindful parenting provides a safe environment, a student's success in navigating daily pressures at school relies heavily on their own intrapersonal skills specifically, their ability to independently manage their emotions when they are beyond their parents' reach (Moreira and Canavarro, 2020). These two aspects can be taken into consideration in developing psychological assistance for adolescents through strengthening family communication and emotion regulation skills at school. However, the results of this study cannot be used to conclude the effectiveness of a particular intervention because there was no treatment provided in the research design.

While this study provides empirical contributions regarding the importance of relational and intrapersonal factors, it has several limitations that should be considered when

interpreting the findings. First, the use of a cross-sectional correlational design limits conclusions regarding causal relationships between the variables under study; the results only describe pairwise associations between variables at a single point in time. Second, all data were collected using self-report questionnaires from a single source the students themselves. This approach may introduce common method bias and social desirability bias in the responses to the items. Third, the sample is limited to 261 students from a single school, with a gender imbalance predominantly female (70.1%) which necessitates caution when generalizing the findings to the broader population of high school adolescents in Indonesia. Fourth, the very high correlation coefficient observed between emotion regulation and psychological well-being ($\rho = 0.574$) raises the possibility of conceptual or measurement overlap, which requires further psychometric investigation. This warrants further investigation through discriminant validity analysis and more rigorous psychometric verification such as confirmatory factor analysis in future research.

Therefore, it is suggested that future research incorporate longitudinal designs, employ multi-informant approaches, recruit broader samples, and conduct confirmatory factor analysis (CFA). Such in-depth and comprehensive research is expected to enrich the understanding of the interrelationships between family relational factors, intrapersonal capacities, and the psychological well-being of adolescents.

Overall, these findings highlight the relevance of both relational and intrapersonal factors in understanding adolescent psychological well-being, while emphasizing the importance of further investigating the mechanisms underlying these associations. The association between emotion regulation and psychological well-being is the strongest, followed by the relationship between perceived mindful parenting and emotion regulation, and the relationship between perceived mindful parenting and psychological well-being. These findings underscore the relevance of parenting aspects and emotion regulation in the study of adolescent psychological well-being, while also highlighting the need for psychometric verification regarding the very high correlation observed between emotion regulation and psychological well-being.

Conclusion

Based on a study of 261 students at Sunan Giri Menganti High School, a positive and significant relationship was found between perceptions of mindful parenting, emotion regulation, and psychological well-being. These findings illustrate the connection between parenting experiences, the ability to manage emotions, and the psychological well-being of adolescents, though they do not establish a causal or mediational relationship. From an academic perspective, this study offers valuable insights into the interplay between family relational factors and intrapersonal capacities in understanding adolescent psychological well-being. The study has several limitations: the sample was drawn from a single school and was predominantly female (70.1%); it employed a cross-sectional design; and it relied on self-reported data, which carries the risk of common method bias and construct overlap. Future research should aim to include a broader and more diverse sample, utilize longitudinal or experimental designs, incorporate a multi-informant approach, and assess construct validity through confirmatory factor analysis (CFA). The results of such future studies could serve as a foundation for developing psychoeducational parenting programs for parents, as well as emotion regulation training for adolescents.

Acknowledgments

The authors would like to express their sincere appreciation to the principal, school administration, and Guidance and Counseling teachers of Sunan Giri Menganti High School for facilitating the research process. The authors also extend their gratitude to all 261 students who participated in the study and provided valuable responses to the research questionnaires. Appreciation is also extended to Universitas Negeri Surabaya for its academic support during the completion of this research.

Ethical Statement

This study was conducted with authorization from Sunan Giri Menganti High School under research permit number 421.3/192/SMA-SGM/IX/2026. The research involved 261 students aged 15–18 years who completed questionnaires concerning perceived mindful parenting, emotion regulation, and psychological well-being. Before participation, students received information about the research objectives, confidentiality, voluntary participation, and their right to withdraw without consequences. Student consent was obtained through an informed consent process. Written parental or guardian consent was not obtained, which constitutes a limitation in participant protection procedures, particularly for students under 18 years of age. This limitation is explicitly acknowledged to ensure transparency regarding the ethical procedures implemented in the study.

Artificial Intelligence (AI) Use Statement

Artificial intelligence (AI) tools were used solely to assist with language editing, grammatical correction, and improving the clarity and readability of the manuscript. AI was not used to generate or manipulate questionnaire responses, process research data, perform statistical analyses, interpret correlation coefficients, or formulate the research findings and conclusions. All scholarly content, statistical interpretations, references, and substantive arguments were reviewed and verified by the authors, who take full responsibility for the accuracy, originality, and integrity of the manuscript.

Author Contributions

Syawalia Putri Anggraeni contributed to the conceptualization, research design, preparation of research instruments, data collection, data management, statistical analysis using JASP, interpretation of findings, and preparation of the original manuscript. Lely Nur Azizah contributed to the conceptualization, methodological development, research supervision, validation of the analytical approach, interpretation of statistical findings, and critical review and revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

Funding Statement

The authors declare that this research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Conflict of Interest Statement

The authors declare that they have no financial, professional, institutional, or personal conflicts of interest that could have influenced the conduct, analysis, interpretation, or publication of this research.

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