

Parental Insights for Evaluating the Impact of Psychological Interventions on Adolescents: an Empirical Study

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Abstract: The implementation of psychological intervention programs have been done across the world by the communities and educational institutions. It has been observed that many studies focus on understanding the impact of these intervention programs on the individuals subjected to. But when it comes to understanding its effect from the point of view of other important stakeholders in the process, the number of studies are quite limited. The study here have undertaken the attempt to provide the perspective of the parents about these programs designed to enhance the psychological well-being of their adolescent children. A total of 240 samples have been collected from the Ghaziabad region in India and are analysed using various statistical methods. Three factors are generated namely – behavioral aspects, cognitive skill development and future benefits. The parents perspective are highest towards the future benefits of such programmes. Also the three factors and the agreement levels of the parents are significantly related to the gender of the adolescent that the parents are taking about.

Keywords: Psychological; Intervention; Adolescents; Parents; Students.

1. Introduction

Disaster happens when risk the psychological perspective among children have been considered essential in the recent past research (Diamond, 2020; Yue et al., 2022). The growing world of technology aided with competition is causing an inevitable impact on the children especially on the adolescents. The age group of the adolescents include the growing and formative years of an individual and is quite crucial (Whitney-Thomas & Moloney, 2001). The adolescent phase for an individual range from 10 to 19 years and represent the stage of transition from childhood to being an adult. The stage occurring as a medium of transition makes it further complicated especially in terms of the psychological aspects. In understanding the psychological difficulties in adolescents by (Michaud & Fombonne, 2005), the most commonly occurring problems include anxiety, depression, having disorders related to conduct or eating behaviour, being attention deficit or hyperactivity. Along with these commonly found difficulties, there are a range of less effective psychological problems found in adolescents such as panic disorder, autism spectrum, borderline personality disorder and even schizophrenia. The range of reasons leading into the occurring of these psychological conditions could be quite wide spread. It includes matters associated to their socialising difficulties, problems in learning or even being subjected to trauma in their life (John-Baptiste Bastien et al., 2020; Tejada-Gallardo et al., 2020). There are many studies that have aimed to look into the problems associated with psychological concerns among adolescents. As a remedy, the implementation of psychological intervention programs have been done across the world by th communities and educational institutions (van Loon et al., 2020). These programs have been designed to target the adolescents in their social and cognitive developments that would result in the propagation of their mental well-being (Xu et al., 2021). The programs are found to be quite effective and contribute positively towards building their mental abilities.

It has been observed that many studies focus on understanding the impact of these intervention programs on the individuals subjected to. But when it comes to understanding its effect from the point of view of other important stakeholders in the process, the number of studies are quite limited. It is obvious that the parents of children atleast till their adulthood are very much involved in their lives. It makes them a part of the process as much as that of the children themselves. Hereby, by realising the important role played by the parents in the

psychological development of the adolescents, the study here attempts to understand the effectiveness of the psychological intervention programs from the perspective of the parents.

The following research questions would be enquired and solved during the course of the study –

RQ1: What is the perspective of the parents of adolescents about the effectiveness of psychological intervention programs?

RQ2: Does the perspective of the parents alter based on the demographics of their children?

The study have involved an in detailed review of literature to understand the above questions in hand and the essential points derived are mentioned in the next section.

2. Review of Literature

The psychological intervention programs are largely used across various domains in the present times. Ranging from distressing in sports to schools, its implementation in the recent times is quite broad (Olmedilla et al., 2019). The main motive behind the use of such programs include providing psychological training to the individuals in terms of deriving motivation, self-confidence and generating concentration and activation levels (Olmedilla & Dominguez-Igual, 2016). It also allows the individuals to gain idea about resource management in their day to day lives. The psychological skills being taught as a part of these programs include training their minds to reach into a more tactical solution to a problem and achieve a better level of performance in their field through these mental analysis (Larkin et al., 2018). The programs facilitate the understanding of coping among the individuals where they try to make them learn about the various ways of coping with stress (Nicholls et al., 2016). One of the prime reasons why individuals undergo psychological difficulties is stress. The intervention programs specify the ways in which the coping with stress can be made easier. It basically includes taking either a behavioral route or considering a more problem- focused method (Arnold et al., 2017). Either of the two methods allows an individual to regulate their state of stress and arrive at a stage of relief.

The school environment can be considered as one of best places to introduce psychological interventions programs to reduce stress (van Loon et al., 2020). For the adolescents, their majority of time is at schools and it can be quite beneficial for them to attend such a program in school itself. It can help not only in their emotional functioning but can also simultaneously work on the social skill development process as well (Resurrección et al., 2014). It can enhance the academic performance as the utilisation rates of these programs can be highest in these settings. The main point of target set by the intervention programs in the educational institutes include working on mindfulness. It consists of bringing an angle of non-judgemental attention while doing exercises or meditation. It also includes talking about cognitive and behavioral approaches through exercises based on conflict resolution and problem solving capabilities (Rew et al., 2014). These intervention programs have been successful in many aspects as suggested by (Jellesma & Cornelis, 2012; White, 2012) but in cases of (Lang et al., 2017; Terjestam et al., 2016) these are not found to work effectively. One of the reasons for such limited resources for understanding include the limited number of studies in the area.

The research in the area of psychological intervention programs directly are associated about understanding its impact from the direct individuals only. It has been observed that the perspective of the parents are quite limited and needs to be considered to bridge the gap in literature. The study here have undertaken the attempt to provide the perspective of the parents about these programs designed to enhance the psychological well-being of their adolescent children.

3. Research Methodology

The study here have undertaken a descriptive approach where the research questions formulated have been fulfilled by using a quantitative method. The reason for undertaking this approach is to collect primary data from the parents themselves and understand their perspective on psychological intervention programs. The secondary data have been collected from various books, journal articles, official websites, thesis and other reports. The use of secondary data has been majorly to understand the background of the problem and design an appropriate research instrument to collect the primary data. The study uses the survey method and collect the data using a structured questionnaire dedicated towards knowing the perspective of the parents. The questionnaire designed is composed of the demographic information of the respondents children and questions in 5 point Likert Type Scale to understand their perspective. Non-probabilistic method of sampling is used where purposive sampling have been employed in this regard. As the condition for becoming a respondent to the study includes having an adolescent child being exposed to psychological intervention programs, the use of this sampling design was appropriate. A total of 240 samples have been collected from the Ghaziabad region in

India and are analysed using various statistical methods. The detailed data analyses of the data are provided in the next section of the article.

4. Data Analysis and Interpretation

The 240 data sets gathered have been coded and entered in the SPSS software where various statistical tools are applied to arrive at the results of the study.

In order to understand the perspective of the parents towards the psychological intervention programs, a scale having 9 items have been provided. The responses are gathered in a rating scale to 1 to 5 and the results are as follows-

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
I feel there are behavioural changes in my child because of these programs	240	4.80	5.00	0.573	2	5
The intervention is useful in anticipating outcomes and future preferences for my child	240	4.77	5.00	0.617	2	5
The intervention leave a positive impact in my child's life	240	4.72	5.00	0.778	1	5
This program has helped my child in perceiving competence, control, academic engagement and achievement, self-worth	240	4.60	5.00	0.881	1	5
The Interventional programs uplifted the positive motivation in my child	240	4.73	5.00	0.656	2	5
The Interventional programs were useful in reducing the stress level and to improve the betterment of my child's future	240	4.72	5.00	0.687	2	5
The interventional programs were useful in order to decrease antisocial behaviour and substance use in middle school youth	240	4.75	5.00	0.624	2	5
This program was helpful in socialisation within the schools	240	4.73	5.00	0.575	3	5
This program can lead my child to a betterment of his/her future and motive	240	4.67	5.00	0.747	2	5

The questions in the scale above considered identifying a number of aspects from the parents. The highest mean score is found to be 4.80 which states the highest level of agreement about the behavioural changes observed in their child due to these programs. The lowest mean score is at 4.60 which is about the achievement of perceiving competence, control, academic engagement and achievement, self-worth in the child. Although the score in this as well is quite high, it can be stated that out of all the nine aspects, there are maximum chances of betterment through these programs with respect to the attainment of the above five aspects.

As the scale here have been constructed from the previous literature, its effectiveness would be tested with respect to the dataset in hand. In order to understand if these items are able to measure the perspectives of the parents accurately an in detailed analysis about the scale is done.

In the first stage, reliability analysis is conducted to determine if the items in the scale can be considered reliable for conducting data collection of this nature.

Scale Reliability Statistics			
		Cronbach's α	
scale		0.942	

Item Reliability Statistics

		If item dropped	
		Cronbach's α	
I feel there are behavioural changes in my child because of these programs		0.939	
The intervention is useful in anticipating outcomes and future preferences for my child		0.933	
The intervention leave a positive impact in my child's life		0.941	
This program has helped my child in perceiving competence, control, academic engagement and achievement, self-worth		0.941	
The Interventional programs uplifted the positive motivation in my child		0.936	
The Interventional programs were useful in reducing the stress level and to improve the betterment of my child's future		0.934	
The interventional programs were useful in order to decrease antisocial behaviour and substance use in middle school youth		0.931	
This program was helpful in socialisation within the schools		0.932	
This program can lead my child to a betterment of his/her future and motive		0.929	

The overall Cronbach's Alpha value is found to be at 0.942 which is above the acceptable range of 0.7 (Hair et al., 2006). This shows that the scale and the item wise reliability are quite high depicting the scale to be quite effective. As the reliability of the scale is established, the study uses Principal Component Analysis (PCA) to extract the underlying factors from the 9 items. Using varimax rotation, the study would extract those factors whose eigen values are more than 1 and put forward them as crucial component of understanding parents perspective. The consideration of acceptable factor loading is at 0.4 as the sample size is more than 200 (Hair et al., 2006). Before the PCA, sample adequacy test is done using Bartlett's test and KMO.

Bartlett's Test of Sphericity				
χ^2		df		p
2767		36		< .001

The p-value of less than 0.05 in the Bartlett's test and the overall KMO of more than 0.7 indicates that the samples are adequate for conducting the PCA in the next part.

Component Loadings

	Component						Uniqueness
	1		2		3		
I feel there are behavioural changes in my child because of these programs			0.878				0.0897
The intervention is useful in anticipating outcomes and future preferences for my child					0.639		0.1424
The intervention leave a positive impact in my child's life	0.837						0.1483
This program has helped my child in perceiving competence, control, academic engagement and achievement, self-worth	0.797						0.1177
The Interventional programs uplifted the positive motivation in my child	0.741						0.1810
The Interventional programs were useful in reducing the stress level and to improve the betterment of my child's future					0.856		0.1182
The interventional programs were useful in order to decrease antisocial behaviour and substance use in middle school youth			0.722				0.1600
This program was helpful in socialisation within the schools			0.792				0.1300
This program can lead my child to a betterment of his/her future and motive					0.770		0.1156

Note. 'varimax' rotation was used

The table above shows that there are three factors extracted which have eigen value of more than 1 and the factor loadings are more than 0.4 for all. Therefore, based on the characteristics of these factors, the following terms have been used.

Factor Name	Number of Items	Description
Behavioural Aspects	3	This factor pertains to the perspective of the parents based on the positive behavioural changes that are brought about by the intervention programs.
Cognitive Skill Development	3	This factor reflects on the set of cognitive skills that are generated in the child as a part of the program
Future Benefits	3	It is used to understand the perspective of the parents about the programs based on the benefits it would provide to their child

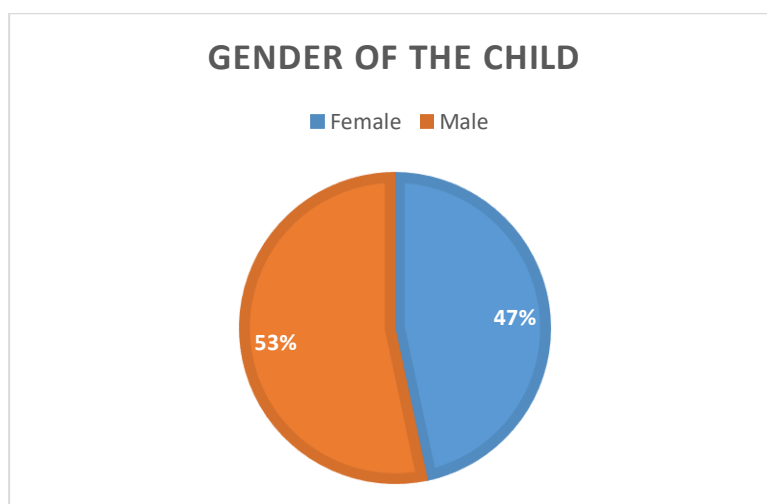
The factors extracted have their own set of perspective. Now, based on the data collected further look into these factors are considered.

Descriptives

	N	Mean	Median	SD	Minimum	Maximum
BEHAVIOURAL ASPECTS	240	4.73	5.00	0.596	2.67	5.00
COGNITIVE SKILL DEVELOPMENT	240	4.68	5.00	0.658	2.33	5.00
FUTURE BENEFITS	240	4.75	5.00	0.551	2.67	5.00

It is seen that based on the mean scores for each of the factors, the highest score is at 4.75 which is for future benefits. This states that the parents think psychological intervention programs would generate maximum impact on the future benefits of the adolescents followed by the betterment in their behavioural aspects. The last factor where there are chances of improvement through these programs according to the parents are for the cognitive skill development.

The study would further understand the association of these three extracted factors on that of the demographics of the children.



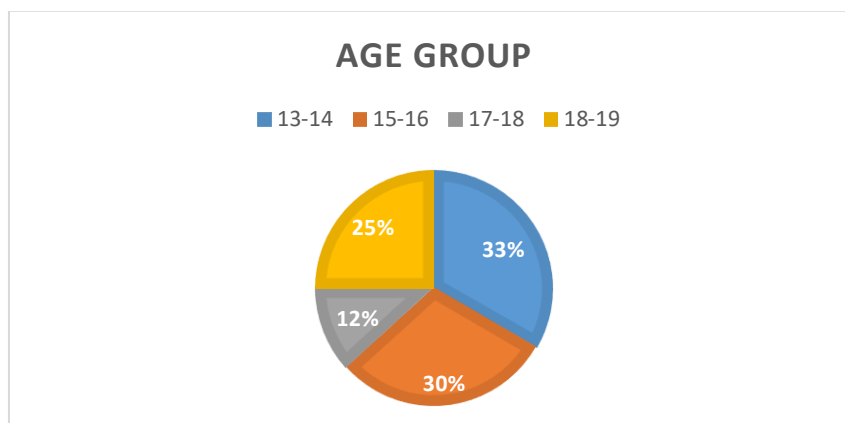
Out of the 241 respondents, it is seen that 53% of the respondents are parents to male adolescents and the remaining 47% are parent to girl child.

Independent Samples T-Test

		Statistic	df	p
BEHAVIOURAL ASPECTS	Student's t	4.80	238	< .001
COGNITIVE SKILL DEVELOPMENT	Student's t	2.55	238	0.012
FUTURE BENEFITS	Student's t	3.87	238	< .001

The p-values generated as a part of the t-test conducted shows that as these values are less than 0.05, all the three factors and the agreement levels of the parents are significantly related to the gender of the adolescent that the parents are taking about.

In case of the age groups, the majority of the respondents have children in the age group of 13-14 years with 33% followed by 15-16 years with 30% respondents.



However, with respect to the One Way ANOVA conducted it is found that there is no significant impact on the agreement levels of the parents on any of the three factors extracted.

This section have been able to provide a look into the perspective of the parents and a detailed discussion on the results are provided in the upcoming section.

5. Discussion

The need for psychological intervention programs are paramount with its application finding ways in different domains. The use of such programs among the children have been discussed by researchers in the past while realising the impact it can cause on their well-being. The study here with the help of statistical methods have used 240 primary responses from the parents of such adolescents who are exposed to psychological intervention programmes. The results of the study have generated a number of interesting results. From the list of items provided to measure the parents perspective, a highly reliable scale have been formulated. There are three factors that have found its way from the scale and include the broad perspectives of behavioural benefits, the cognitive skill development among the adolescents and the future course of action that can be achieved with respect to such programs. The factors derived from behavioural aspects are in concordance with those provided by (Ahmadi et al., 2023; Bighelli et al., 2021; Shields et al., 2020) who states that such programmes can have many significant and satisfactory outcomes on the behavioural aspects of the participants. The next factor of cognitive skill development including factors of motivation, perceiving competence, control, academic engagement and achievement and self-worth are also found crucial by (Cuijpers et al., 2021; Fu et al., 2020; Wahlund et al., 2021). This study affirms the previous studies and establishes the effective role of this factor. The last factor extracted is that of future benefits. This result is in line with the one's provided by (Alam, 2022; Schleider et al., 2020) who stated that the potential amount of future benefits derived can highly influence the use and acceptance of these intervention programs. Further, the demographic associations have shown that based on the gender of the adolescents, the perspective of the parents does change. This result is in concordance with those provided by (Jacques-Aviñó et al., 2020; Meng et al., 2020; Sanchis-Sanchis et al., 2020) who agrees to be gender-based impact of such programmes.

Overall the results shows that there are similarity in the responses of the parents of adolescents undergoing intervention programs in India with those who are undergoing such programmes across different regions in the world.

6. Conclusion and Future Outlook

The purpose of the study has been rightly served as the perspective of the parents about the psychological intervention programmes are being explored. The perspective of the parents are quite positive and the have very high levels of agreement about the achievement of behavioural, cognitive and future benefits of the programmes. They hold high hopes about the better future that can be generated for their children through these programmes. The behavioural and cognitive changes observed from such intervention programmes are quite effective. This suggests that the use of intervention programmes especially in the educational premises can be very helpful for the adolescents. The attainment of benefits are assured in such a context.

The present study have been able to generate a number of future directions. The extracted factors have been put forward using statistical methods and its robustness needs to be checked in the future. The parents perspective

are not studied much and hence its understanding not only for adolescents but for children below this age group are also required to be enquired. An experimental method of study involving before and after effects on adolescents of psychological intervention programmes would be an interesting point of study.

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