Comparison of the Effectiveness of the Healthy Human Training Package and Cognitive-Behavioral Training on Interpersonal Forgiveness and Parental Relationship of Adolescents

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A r t i c l e   I n f o

Article type:
Original Research

A B S T R A C T

Objective: The aim of this study was to compare the effectiveness of the Healthy Human Training Package and cognitive-behavioral training on interpersonal forgiveness and parental relationship among adolescents.

Methods and Materials: The present research employed a quasi-experimental design with a pretest, posttest, and follow-up (two months) with a control group. The statistical population included all female students aged 16 to 19 years in Isfahan during the 2021-2022 academic year, from which 45 students were selected using convenience sampling and randomly assigned to three groups: the Healthy Human Training Package (Aghaei & Asadi, 2021), cognitive-behavioral training (Lali & Nesyani, 2018), and a control group. All three groups completed the Heartland Forgiveness Scale (2005) and the Parental Relationship Questionnaire by Fine, Moreland, and Schobel (1983) at three stages: pretest, posttest, and follow-up. The first experimental group received the Healthy Human Training Package in ten sessions of 90 to 120 minutes, while the second experimental group received cognitive-behavioral training in ten 90-minute sessions. The control group received no intervention during the study process. The data were analyzed using repeated measures analysis of variance with SPSS software version 24.

Findings: The results showed significant differences between the experimental groups and the control group, with both interventions having a positive and significant impact on interpersonal forgiveness and parental relationship among adolescents, and the effects of these interventions remained stable at the follow-up stage (P < .001).

Conclusion: Based on the results, the Healthy Human Training Package and cognitive-behavioral training can be utilized to enhance interpersonal forgiveness and improve parental relationships.

Keywords: Healthy Human Training Package, Cognitive-Behavioral Training, Interpersonal Forgiveness, Parental Relationship.

1. Introduction

Among various developmental stages, adolescence requires greater attention due to the significant biological and psychological transformations associated with it (Habibi et al., 2020). As adolescents progress through this period, their needs evolve from those of childhood, with an increased need for independence and efforts to build self-concept and values (Mohammadi Nasab et al., 2021). Adolescence is a transformative stage and serves as a bridge between childhood and adulthood, often described by psychologists as the most critical period of life. During this time, adolescents experience marked physical, psychological, and social changes, and the struggle to adapt to these changes may lead to difficulties (Hoseinzadeh et al., 2014). As emotional and behavioral independence increases, adolescents are susceptible to risky behaviors such as sexual activity, alcohol and drug use, and self-harm. Emotional and behavioral disorders are prevalent, affecting approximately 6 to 10 percent of adolescents in the United States. Thus, families, communities, and schools are increasingly called upon to provide universal support (e.g., classroom curricula offered to all students) to aid adolescents in development (Han et al., 2022).

One crucial component in adolescents' lives is forgiveness, which manifests within family and social contexts and influences the quality of peer relationships. The significance of forgiveness, as a highly esteemed virtue emphasized in the Qur'an and traditions, has gained considerable attention in psychology in recent years (Khorakian et al., 2021). Forgiveness plays a fundamental role in fostering affection and preventing cycles of negative interaction, enabling the continuity of relationships and the restoration of intimacy after threats (Abbasi, 2018). Forgiveness is not forgetfulness but a state of self-awareness requiring insight and personal effort (Hinduja et al., 2021). Adolescents' attitudes toward forgiveness may significantly influence their behavior in family settings (e.g., domestic violence) and school environments (e.g., bullying) (Girard & Mullet, 2012). McCullough and Worthington (1994) define forgiveness as a set of motivational changes whereby a) individuals feel less motivated to seek revenge against the wrongdoer, b) less motivated to maintain estrangement from the wrongdoer, and c) more motivated to exhibit goodwill toward the wrongdoer (McCullough & Worthington Jr, 1994). According to Watson, Rapi, and Tedro (2015), forgiveness can reduce aggression and increase prosocial behaviors such as empathy. Conversely, reluctance to

forgive is associated with reduced empathy and higher levels of depression and anxiety (Watson et al., 2021).

In addition to forgiveness, family relationships are crucial to adolescent development. An ideal family environment supports optimal child development. Positive relationships between parents and adolescents are vital resources for promoting adolescent adjustment (Martiani et al., 2021). Parental perspectives on parenting are essential as parent-child relationships begin to evolve during the pre-adolescent years as children seek greater independence and may challenge parental authority and rules (Oerther & Oerther, 2021). Parental beliefs about developmental stages are also critical, as they influence parent-child interactions at various growth phases (Steinberg & Morris, 2001). Evidence shows that parents who perceive typical adolescents as risk-taking, defiant, and ill-tempered tend to adopt more controlling parenting practices (Silva et al., 2021). One factor contributing to juvenile delinquency is the conflict in parent-child relationships. Many youth maladjustments can be traced back to early parenting behaviors (Zolfaghari & Zaman zadeh, 2020). Adolescents with secure parental relationships tend to be more cognitively and emotionally autonomous, whereas those with insecure attachments experience higher parental conflict and a greater risk of depressive symptoms. Thus, a high-quality parent-adolescent relationship can shield against depression (Zhang et al., 2021).

This study, addressing the outlined needs and significance, aims to compare the effectiveness of the Healthy Human Training Package and cognitive-behavioral training on interpersonal forgiveness and parental relationships among adolescents.

2. Methods and Materials

2.1. Study Design and Participants

This research was an applied, quasi-experimental study using a pretest-posttest design with two experimental groups and one control group, including a two-month follow-up. The statistical population comprised all female high school students aged 16 to 19 in Isfahan during the 2021-2022 academic year. Using convenience sampling, 45 students were selected and randomly assigned to three groups: the Healthy Human Training Package (15 participants), Cognitive-Behavioral Training (15 participants), and a control group (15 participants). The inclusion criteria were informed consent to participate in the study, being aged between 16 and 19, parental consent, no chronic physical

illnesses, and no simultaneous psychological therapy during the study period. Exclusion criteria included severe medical or psychiatric disorders, missing more than two intervention sessions, unwillingness to participate, and unwillingness to complete the questionnaires.

All three groups completed the Heartland Forgiveness Scale (2005) and the Parental Relationship Questionnaire by Fine, Moreland, and Schobel (1983) at the pretest stage. The first experimental group received the Healthy Human Training Package in ten sessions lasting 90 to 120 minutes, while the second experimental group received cognitive-behavioral training in ten 90-minute sessions. The control group did not receive any intervention throughout the study. In the posttest stage, participants from all three groups completed the questionnaires again. Two months later, as a follow-up, the participants also completed the questionnaires.

2.2. Measures

2.2.1. Forgiveness

This scale is a self-report, paper-and-pencil measure developed by Thompson et al. It consists of 18 items, divided into three subscales: forgiveness of self, forgiveness of others, and forgiveness of situations. Items are rated on a 7-point scale, from 1 (almost always false) to 7 (almost always true). A total forgiveness score is calculated by summing the subscale scores, with 9 of the 18 items reverse-scored. Thompson et al. initially reported Cronbach's alpha reliability of 87% for the overall forgiveness scale, and 83%, 85%, and 85% for the subscales of self, others, and situations, respectively. Ehteshamzadeh, Ahadi, Enayati, and Heydari (2010) reported a Cronbach's alpha of 78% (Nouri & Yusefi, 2022; Sadat Tabatabayi et al., 2021).

2.2.2. Parental Relationship

Developed by Fine, Moreland, and Schobel (1983), this questionnaire contains 24 items and assesses four components: positive affect, identification with parents, trust, respect, and anger. The questionnaire is scored using a Likert scale ranging from 1 (never) to 7 (always). The highest possible score is 168, and the lowest is 24. A higher score indicates a more positive parent-child relationship quality. Fine et al. reported Cronbach's alpha reliability coefficients ranging from 89% to 94% for the subscales and 96% for the entire scale. The validity of this scale was confirmed using confirmatory factor analysis, which

demonstrated high and favorable correlations among the items. In a study by Shahni and colleagues, Cronbach's alpha coefficients were between 89% and 92% for the subscales and 94% for the overall questionnaire (Habibi et al., 2020; Mohammadi Nasab et al., 2021; Sigarchi et al., 2021).

2.3. Interventions

2.3.1. Healthy Human Training

The Healthy Human Training Package is designed to foster a comprehensive understanding of meaning, spirituality, and self-kindness. This intervention emphasizes building a strong spiritual connection, developing meaning in life, and nurturing positive interactions with others. Each session builds on the previous one, providing adolescents with practical activities and techniques to deepen their self-awareness, emotional regulation, and social engagement, contributing to their overall well-being (Moradi et al., 2021).

Session 1: Participants are introduced to each other, and a pre-test questionnaire is administered. The session explains the goals of the training, introduces the concept of meaning, and guides participants through identifying meaningful criteria in their lives. Techniques for exploring personal meaning are taught.

Session 2: The concept of meaning in healthy and unhealthy contexts is discussed. Participants practice recognizing harmful meanings in their lives and work on developing and sustaining positive meanings. Exercises include committing to values and understanding the cost of meaningful commitments.

Session 3: Participants learn relaxation techniques, identify causes of restlessness, and practice self-dialogue and situational challenges. They explore strategies to achieve calmness and happiness, creating a list of activities and stimuli that promote joy.

Session 4: The concept of "flow" is introduced, teaching participants to embrace change and transformation. Activities focus on achieving contentment, converting wishes into goals, and cultivating gratitude. Techniques for re-evaluating and focusing on personal fulfillment are practiced.

Session 5: Forgiveness is introduced as a selfless act. Participants engage in activities like helping classmates, donating blood, or giving gifts. Techniques for achieving satisfaction and recognizing one's blessings are explored through reflective exercises.

Session 6: The focus is on hope, energy, and stress management. Participants learn to control and remove

stressors, using their senses to derive pleasure from observing and appreciating joy in others. Exercises aim to reinforce enjoyment and stress relief.

Session 7: Understanding genuine grief is emphasized. Techniques for valuing grief, framing it, and saying goodbye to past hurts are practiced. Participants learn to understand and empathize with the grief of others.

Session 8: Methods for strengthening connections with the Creator, self-kindness, and appreciating creation are explored. Techniques to develop self-worth and appreciate others' value, especially fellow humans, are practiced through spiritual and self-compassion exercises.

Session 9: Participants learn metacognitive skills, expanding their awareness of thoughts and experiences. Techniques for accepting others' behaviors and practicing self-reflection are taught, helping them understand and process their emotions and thoughts.

Session 10: The final session focuses on forgiveness and letting go. Participants learn the 13 steps to achieve forgiveness and understand how meaning connects to other characteristics of a healthy person. Post-test questionnaires are completed, and a summary of the program is provided.

2.3.2. *Cognitive-Behavioral Training*

The Cognitive-Behavioral Training intervention is centered on teaching adolescents the skills to identify and challenge negative thoughts, beliefs, and emotions. This structured approach provides adolescents with practical strategies to manage and improve their interactions and emotional well-being. The sessions are designed to gradually build awareness, improve cognitive processing, and develop healthier behaviors in various social contexts (Kazdin et al., 1989; Khalili Doabi et al., 2021; Moradizadeh et al., 2020).

Session 1: The session starts with introductions and an explanation of the CBT approach, outlining the session goals. Pre-test questionnaires are completed. Participants learn the principles of CBT and set expectations for the training.

Session 2: A one-on-one interview explores adolescents' values, beliefs, goals, and perceptions of themselves and the world. The session focuses on understanding intrapersonal and interpersonal connections, helping participants identify personal motivations.

Session 3: Family dynamics are assessed, and life skills for family and peer relationships are introduced. Participants learn stress management techniques, including the "balcony" technique, to handle conflicts effectively.

Session 4: The focus is on interpersonal skills, recognizing core beliefs, and differentiating between positive and negative attitudes. Participants practice effective communication techniques to strengthen familial bonds.

Session 5: The session reviews previous progress, examines adolescents' perceptions of the program, and addresses their motivation to continue. Tasks from worksheets are discussed, and engagement in activities is assessed.

Session 6: Study motivation and effective learning strategies are introduced. Techniques to make study sessions productive and engaging are discussed, and participants learn to integrate these methods into their routines.

Session 7: Cognitive restructuring techniques are taught. Participants identify common cognitive errors, monitor thoughts, and practice challenging and reconstructing negative beliefs.

Session 8: Participants learn the connection between thoughts, emotions, and behaviors. They practice controlling reactions and managing emotions, such as joy, anger, and sadness, by revising their thought patterns.

Session 9: The session emphasizes understanding forgiveness and its social and personal impacts. Participants learn to use forgiveness constructively and manage the emotional consequences of holding grudges.

Session 10: The final session reviews the entire program. Adolescents' participation in group activities and adherence to assignments are evaluated. Post-test questionnaires are completed, and feedback on the training is discussed.

2.4. *Data Analysis*

Descriptive statistics (mean and standard deviation) and inferential statistics (repeated measures analysis of variance) were analyzed using SPSS software version 24.

3. Findings and Results

The mean and standard deviation of the participants' age in the Healthy Human Training Package group was 16.15 years (SD = 1.64), in the Cognitive-Behavioral Training group it was 17.10 years (SD = 1.23), and in the control group, it was 16.63 years (SD = 1.17). Table 1 presents the comparison of scores for interpersonal forgiveness and parental relationship across the research groups.

Table 1

Comparison of Interpersonal Forgiveness and Parental Relationship Scores Across Research Groups

Variable	Stage	Healthy Human Training	Cognitive-Behavioral Training	Control Group
		Mean	SD	Mean
Interpersonal Forgiveness	Pretest	51.47	9.57	47.27
	Posttest	60.53	10.84	53.47
	Follow-up	59.40	10.27	52.40
Parental Relationship	Pretest	80.13	18.32	79.06
	Posttest	92.33	22.62	88.13
	Follow-up	90.93	21.59	87.00

The results in Table 1 indicate that the mean scores of interpersonal forgiveness and parental relationship in the control group did not show a significant increase from the pretest to the posttest and follow-up stages. In contrast, both the Healthy Human Training and Cognitive-Behavioral Training groups showed a considerable increase in the mean scores of both variables in the posttest and follow-up stages. This increase was more pronounced for both variables in the Healthy Human Training group.

The Shapiro-Wilk test, used to examine the assumptions of normality for repeated measures ANOVA, showed that the calculated Z values were not significant at the 0.05 level ($P > 0.05$), confirming the assumption of normal distribution of the variables in the sample. Additionally, M-Box test results confirmed the homogeneity of covariance matrices. Mauchly's test also indicated that the sphericity assumption, which is a requirement for mixed ANOVA, was met. The Levene's test results confirmed the equality of variances among the three groups in the pretest, posttest, and follow-up stages, with a significance level of 0.0001.

Table 2

Mixed ANOVA Results for Within-Group and Between-Group Effects of the Healthy Human Training Package and Cognitive-Behavioral Training on Interpersonal Forgiveness and Parental Relationship

Variable	Source	Sum of Squares	df	Mean Square	F	Significance	Effect Size	Power
Interpersonal Forgiveness	Time	606.99	2	303.49	88.01	0.0001	0.67	1
	Group Membership	4809.34	2	2404.67	22.11	0.0001	0.49	1
	Time x Group	462.03	4	115.50	33.49	0.0001	0.61	1
	Error	289.64	84	3.44				
Parental Relationship	Time	1229.64	2	614.82	55.59	0.0001	0.57	1
	Group Membership	3171.73	2	1585.86	17.13	0.0001	0.45	1
	Time x Group	848.08	4	212.02	19.17	0.0001	0.47	1
	Error	928.93	84	11.05				

Table 2 results show that the calculated F coefficients indicate that both the time factor and the interaction between time and group significantly affected the scores of interpersonal forgiveness and parental relationship ($P <$ 0.001). This significance suggests that there were meaningful differences between the groups in at least one of the posttest or follow-up stages for both variables.

Table 3

Pairwise Comparison of Group Effects on Interpersonal Forgiveness and Parental Relationship

Variable	Group 1	Group 2	Mean Difference	Standard Error	Significance
Interpersonal Forgiveness	Healthy Human Training	Cognitive-Behavioral Training	6.08	3.20	0.01
	Healthy Human Training	Control Group	14.55	3.20	0.0001
	Cognitive-Behavioral Training	Healthy Human Training	-6.08	3.20	0.01
	Cognitive-Behavioral Training	Control Group	8.46	3.20	0.002
Parental Relationship	Healthy Human Training	Cognitive-Behavioral Training	3.06	5.65	0.21

Healthy Human Training	Control Group	11.46	5.65	0.0001
Cognitive-Behavioral Training	Healthy Human Training	-3.06	5.65	0.21
Cognitive-Behavioral Training	Control Group	8.40	5.65	0.0001

Table 3 results indicate that the differences between the mean scores of interpersonal forgiveness and parental relationship in the Healthy Human Training group and the Cognitive-Behavioral Training group were significant. This finding implies a significant difference in the effectiveness of the Healthy Human Training Package compared to Cognitive-Behavioral Training on interpersonal forgiveness, with the Healthy Human Training Package having a greater impact on adolescents' interpersonal forgiveness.

4. Discussion and Conclusion

The present study aimed to compare the effectiveness of the Healthy Human Training Package and cognitive-behavioral training on interpersonal forgiveness and parental relationships among adolescents. The first finding of the study revealed a significant difference in the effectiveness of the Healthy Human Training Package and cognitive-behavioral training on interpersonal forgiveness and parental relationships. This means that both the Healthy Human Training Package and cognitive-behavioral training led to a significant increase in the mean scores of adolescents' interpersonal forgiveness in the posttest stage, with the effect remaining stable in the follow-up stage. Furthermore, the difference in mean scores of interpersonal forgiveness between the Healthy Human Training Package group and the cognitive-behavioral training group was significant, indicating that the Healthy Human Training Package had a greater impact on interpersonal forgiveness compared to cognitive-behavioral training. These results are consistent with the prior findings (Asadi & Aghaei, 2022; Kazdin et al., 1989; Khalili Doabi et al., 2021; Moradi et al., 2021; Moradizadeh et al., 2020).

To explain the hypothesis that there is a significant difference between the effectiveness of the Healthy Human Training Package and cognitive-behavioral training on adolescents' interpersonal forgiveness, it can be stated that teaching students about their relationship with the Creator, love for creation, and self-kindness strengthens their connection with God, instills a divine sense of meaning, and leads to accepting God as an infinite power and the Creator of all beings. This spiritual relationship helps adolescents develop a correct, strong, logical, emotional, and authentic bond with God, fostering sacrifice, forgiveness, loyalty, and commitment to divine ideals. It also encourages friendly,

compassionate interactions with others, promoting physical, psychological, spiritual, and social growth. Additionally, learning self-kindness helps adolescents rid themselves of destructive emotions like jealousy, greed, selfishness, and egocentrism. Cognitive-behavioral training defines forgiveness as a process of psychological and emotional release, occurring within the hurt individual, freeing them from anger, rage, and fear, and eliminating the desire for revenge. Awareness of the negative consequences of anger and resentment, compared to the benefits of forgiveness, such as inner peace and psychological well-being, made these research findings significant.

Moreover, the study found that the Healthy Human Training Package was more effective than cognitive-behavioral therapy in teaching forgiveness because it offered more comprehensive and practical training. This resulted in a significant difference in this variable.

Another result of the study showed a significant difference in the effectiveness of the Healthy Human Training Package and cognitive-behavioral training on adolescents' parental relationships. Both interventions led to a significant increase in the mean scores of parental relationships in the posttest, with the effect remaining stable at follow-up. However, the difference between the mean scores of parental relationships between the Healthy Human Training Package and the cognitive-behavioral training group was not significant. This indicates that both interventions had a similar impact on improving parental relationships. These results are consistent with the findings prior (Asadi & Aghaei, 2022; Kazdin et al., 1989; Khalili Doabi et al., 2021; Moradi et al., 2021; Moradizadeh et al., 2020).

To explain the hypothesis about the difference in the effectiveness of the interventions on parental relationships, it can be stated that the parent-child relationship is a crucial area of study. Many psychological problems stem from the dynamics of parent-adolescent interactions. The mutual influence in the parent-child relationship is significant. The Healthy Human Training Package helps adolescents understand life's meaning, guiding them to achieve higher life goals and fostering respectful relationships within the family, particularly with parents. It encourages adolescents to value their role and actively engage in positive family interactions. Cognitive-behavioral training, on the other

hand, emphasizes communication skills, assertiveness, and respectful expression, improving interactions and contributing to the enhancement of parental relationships.

5. Limitations & Suggestions

The similarity in the impact of both training packages on parental relationships suggests that each method was equally effective in improving the quality of parent-child interactions. As a result, there was no significant difference between the two methods. Limitations of this study include the variety of methods and training sessions (Healthy Human Training Package and cognitive-behavioral training) and controlling for confounding variables. Additionally, the use of self-report questionnaires may have been influenced by social desirability bias, potentially reducing data validity. The study was conducted on a non-clinical sample of 16- to 19-year-old female students, so caution should be taken when generalizing the results to male students or clinical populations.

Future researchers are advised to consider variables such as parental education level and income in their studies. It is also recommended that future research include both genders, cover various ages, and examine different populations. School counselors and psychologists should be involved in helping high school students enhance their interpersonal forgiveness and parental relationships. Given the greater cultural alignment and significant impact of the Healthy Human Training Package, it could be beneficial for use in schools as educational content.

Acknowledgments

We would like to express our appreciation and gratitude to all those who cooperated in carrying out this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Ethical considerations in this study included obtaining approval from the Ethics Committee of Khorasgan Islamic Azad University with the code IR.KHUISF.REC.2022.185, the right to withdraw from the study, confidentiality of all documents, and providing the control group with five intervention sessions.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

Funding

This research was carried out independently with personal funding and without the financial support of any governmental or private institution or organization.

Authors' Contributions

All authors equally contributed in this article.

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