




Design and Validation of a Parent-Adolescent Educational Package Based on Their Lived Experiences

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ABSTRACT

Objective: The aim of this study was to design and validate a parent-adolescent educational package based on the lived experiences of parents and adolescents.

Methods and Materials: This research was conducted with a qualitative approach using thematic analysis. Participants included mothers and adolescent girls from lower secondary school in Tehran. Data were collected and analyzed through semi-structured interviews. To validate the parent-adolescent educational package, the content validity ratio (CVR) and content validity index (CVI) were examined based on the opinions of ten experts.

Findings: The findings indicated that the designed educational package could enhance positive communication between parents and adolescents, improve academic performance, and promote the mental health of adolescents. The package included various educational sessions, each specifically addressing topics such as conflict management, negotiation and effective communication, and the development of adolescent self-efficacy. The validity indices of the package all showed numbers higher than 0.75, indicating high validity.

Conclusion: The results suggested that the parent-adolescent educational package could serve as an effective tool for improving and strengthening the relationship between parents and adolescents, helping them better manage the challenges of adolescence. These results underscore the need to integrate family education programs in schools and educational centers to strengthen family communication foundations.

Keywords: parent-adolescent educational package, lived experience, package design, validation.

1. Introduction

Adolescence is a period of vulnerability, a time when adolescents explore a wide world, experiencing a stage characterized by high sensitivity to social stimuli and a need for discovery and attention from family and peers

(Asadi Yonsi et al., 2012; Darbani & Parsakia, 2023). In other words, adolescence involves significant social, cognitive, and emotional development. Although many adolescents experience positive developmental outcomes during this period, early adolescence is a time when externalizing problems, such as behavioral issues, and

internalizing problems, such as anxiety and depression, begin to manifest. Although these psychological issues decrease during adolescence, both internalizing and externalizing problems are evident between early and mid-adolescence. Findings also support a general decline in psychological well-being (e.g., life satisfaction and purpose in life), especially among adolescent girls (Forresi et al., 2023; Haines et al., 2016). Accepting the adult world and coping with social and environmental expectations add more challenges to their lives. Therefore, during this stage, the parent-adolescent relationship plays a crucial role and shapes their path. It is essential for both parents and adolescents to have a proper understanding of each other and move toward a closer relationship (Hoseini et al., 2024; Keshavarz et al., 2020).

Family is the bedrock of communication, and interaction within the family is the main context for communication (Mohammadi et al., 2021). Datta and Gaité (2020) provide significant insights into parent-adolescent relationships through their study on parenting styles and parent-adolescent relationships, highlighting the importance of effective communication for improving parent-child communication patterns (Forresi et al., 2023; Keshavarz et al., 2020). Family relationship patterns refer to how family members interact to reach common goals and make decisions (Shahsavarian et al., 2023). Additionally, parental support for adolescents' basic psychological needs is positively related to their psychosocial adjustment (Asadi Yonsi et al., 2012; Barnes, 1982; Bijur et al., 1991). Parents primarily provide emotional and instrumental support to adolescents and establish psychological connections with them, which is believed to strengthen the internalization of social values and norms in children and make them more aware of social cues before acting. Parental intimacy is positively related to adolescents' social behaviors; low instrumental support is associated with lower self-perception and higher levels of depression, and there is a negative relationship between perceived parental support and behavioral problems (Mokhtarnia et al., 2016; Robin & Foster, 2002).

Consequently, the way parents and children interact is a crucial and sensitive topic that forms the basis of individual development, prominently during adolescence. Since this period is stressful for both parents and adolescents, parental influences in navigating this stage and its transformations are of great importance. Each family is characterized by an interaction pattern that regulates the behavior of its members and its communication functions (Li et al., 2021; Marshall et al., 2023). Therefore, designing an educational package

based on parent-child interaction helps parents establish warm and responsive relationships with their children and manage their children's behaviors more effectively. Parent-child interaction-based education assumes that improving parent-child interaction leads to improved family and child functioning. Developing this educational package is an effort to encourage students to become motivated and efficient learners who can manage their relationships with family and peers under different circumstances and perform their responsibilities and academic tasks independently and autonomously. Hence, the present study aimed to design and validate a parent-adolescent educational package based on their lived experiences.

2. Methods and Materials

2.1. Study Design and Participants

This applied research employed a qualitative approach and a two-stage process. Initially, a qualitative study (using thematic analysis) was conducted to understand and identify the factors explaining parent-adolescent challenges based on their lived experiences, using semi-structured interviews with mothers and first-year secondary school girls in Tehran. Based on the qualitative findings, a parent-adolescent educational package was designed in the next step.

Participants in the study were mothers and first-year secondary school girls in Tehran during the 2021-2022 academic year who had experienced parent-adolescent conflicts and sought guidance and counseling services at educational counseling centers (student and family) and school counseling units. Inclusion criteria were: 1) scoring below average (less than 200) on the parent-child relationship questionnaire, 2) informed consent to participate in the study, 3) no experience of parental divorce, and 4) living with both biological parents. Exclusion criteria were: 1) unwillingness to continue participation after starting the interview.

Sampling continued until theoretical saturation was achieved, resulting in 27 participants (13 mothers and 14 adolescents). Each interview lasted 45 to 60 minutes and was conducted at the school counseling unit. Interviews were transcribed and analyzed using open, axial, and selective coding.

2.2. Measures

2.2.1. Semi-Structured Interview

Semi-structured interviews: Data collection in the first stage was qualitative, using semi-structured interviews. At the beginning of each interview, a brief explanation was provided. After designing the interview questions, the content validity index (CVI) and content validity ratio (CVR) were calculated for each question, and the validity of each question was confirmed by experts. Data from the semi-structured interviews were transcribed and analyzed through a coding process.

2.3. Data analysis

Initially, recorded interview content is transcribed. Then, each section is labeled, and categories relevant to the research objectives are extracted. Related sections are coded, and the codes are explained within the variables and indices obtained from the literature review. Qualitative data analysis involved repeatedly reading and reviewing interview transcripts to obtain a comprehensive understanding. The transcribed interviews were summarized, and each sentence

was assigned a concept, known as open coding. After extracting initial concepts, data from open coding were compared, and similar codes were grouped into categories (axial coding). In the third stage, categories obtained from axial coding were linked to a central or core category (selective coding). Finally, the relationship between the data and the studied phenomenon was examined. To validate the parent-adolescent educational package, the content validity index (CVI) and content validity ratio (CVR) were reviewed based on the opinions of ten experts.

3. Findings and Results

In open coding, the data obtained from the interviews were carefully studied, examined, and analyzed. Subsequently, the conceptualization process was carried out, labeling data that were conceptually similar with appropriate names. The extracted concepts that the researcher believed referred to a common topic or concept were grouped under a more abstract title and classified as categories. A total of 23 categories and 90 concepts were identified and extracted, as shown in Table 1.

Table 1

Classification of Concepts and Categories

No.	Concepts	Categories
1	Weakening of the child's religious beliefs	Attention to religious beliefs
2	Child's disregard for hijab and moral values	
3	Disagreement on dress code	
4	Influence of non-religious virtual networks on youth	
5	Disregard for religious teachings	School environment interactions
6	Resistance to accepting religious beliefs	
7	Questioning the necessity of paying attention to religion	
8	Inappropriate communication between teachers and students	
9	Feeling misunderstood by educational staff	Cultural and traditional values
10	Stress induced by school on students	
11	Disregard for cultural and traditional values	
12	Desire for free friendships	
13	Engaging in behavior outside norms and expectations	Physiological factors
14	Disregard for family moral values	
15	Inappropriate and insufficient sleep	
16	Puberty changes	
17	Physical changes	Media and mass communication
18	Excessive use of mobile phones	
19	Disagreement on the use and timing of virtual space	
20	Excessive use of social media	
21	Attention to family	Home environment
22	Family tranquility	
23	Appropriate family relationships	
24	Family joy	
25	Family support	Emotional disconnection between parent and adolescent
26	Low parent-adolescent interactions	

27	Lack of attachment and weak bonding	
28	Feeling of distance between parents and adolescents	
29	Attention to mutual respect in parent-adolescent relationships	Productive dialogue
30	Empathetic relationship with adolescent	
31	Providing explanations and reasons for parental behavior	
32	Reward and encouragement	
33	Affection in conversation	
34	Creating a sense of security	
35	Desire for a sense of freedom in accepting beliefs	Parent-adolescent conflict
36	Generation gap between parents and adolescents	
37	Desire to participate in family decisions	
38	Need for a positive and supportive parent-adolescent relationship	
39	Seeking warmth and acceptance from peers and family	
40	Having rules at home and school	
41	Seeking freedom of action in decision-making	
42	Weakness in tolerating differences of opinion	
43	Emotionality	Adolescent developmental changes
44	Sociability	
45	Transition from childhood to adolescence	
46	Adolescent identity formation	
47	Dreams and imagination	
48	Curiosity	
49	Adolescent enthusiasm and excitement	
50	Initiative and creativity	
51	Sensitivity and irritability	
52	Feeling unlovable	Negative self-perceptions in adolescents
53	Feeling ignored	
54	Feeling of hatred	
55	Feeling of frustration and loneliness	
56	Low self-esteem	
57	Disregard for adolescent's desires	Negative perceptions of parents
58	Outdated parental knowledge	
59	Emotional deprivation	
60	Safe emotional environment	Parental emotional acceptance
61	Emotional flexibility	
62	Acceptance of emotions	
63	Excessive criticism	Excessive parental strictness
64	Prejudice and hasty judgment	
65	Feeling of injustice in the relationship	
66	Incompetence	Inefficacy beliefs
67	Being compared	
68	Failure to accept mistakes	
69	Dependency	
70	Role confusion	
71	Distrust	
72	Feeling unimportant	
73	Being influenced by friends	Influence of friends and peers
74	Influence of bad friends	
75	Interest in peer groups	
76	Defiance of duties and responsibilities	Resistance and oppositional behaviors
77	Stubbornness and aggression	
78	Lack of listening and accepting advice	Silence, anger, and avoidance of negotiation
79	Anger, displeasure, and not talking to each other	
80	Parent-child cooperation	Improvement of parent-child interaction
81	Parent-child relationships based on mutual understanding	
82	Parent-child intimacy and empathy	Strengthening family emotional connection
83	Feeling tension in conversation	Dysfunction in family communication
84	Feeling misunderstood in conversation	
85	Feeling stuck in conversation	
86	Behavioral problems	Psychological problems
87	Emotional and psychological problems	

Based on the results, a parent-adolescent educational package was designed for first-year secondary school girls in Tehran. The first session was designed for introductions and providing a brief explanation of the parent-adolescent relationship, along with conducting a pre-test. The second session aimed to familiarize adolescents with the physiological changes of puberty and physical changes. The third session focused on familiarizing adolescents with

negative perceptions and ways to cope with them. Given the conflicts and challenges faced by adolescents at home, school, and with friends, sessions four, five, and six were designed. The seventh session aimed to familiarize adolescents with inefficacy beliefs and ways to teach self-efficacy. Finally, the eighth session aimed to review and summarize previous sessions and conduct a post-test.

Table 2

Structure of the Parent-Adolescent Educational Package

Session	Title	Objective	Session Content	Assignments
First	Introduction	Stating the goal	Introduction and briefing, stating the rules and session objectives, brief explanation of parent-adolescent relationship, pre-test.	- Discuss the challenges (concerns and worries) regarding the relationship with parents.
Second	Physiological changes of adolescence	Familiarity and awareness about adolescence changes	Changes due to puberty in adolescence and their characteristics, self-awareness development; identity search; developing skills to recognize and manage emotions.	- Describe the issues and problems you experience during adolescence. - Describe the changes you have experienced and how you felt at that time.
Third	Positive Attitude (Optimism)	Teaching positive thinking skills to students	Identifying personal strengths; enjoying the present and good things in life; teaching response styles and improving relationships with others; increasing hope and goal setting.	- Complete the strengths identification form.
Fourth	Friends and Peers	Managing relationships with friends and peers	Establishing appropriate relationships with friends and peers; awareness about relationships with the opposite sex; balancing relationships with friends and family expectations.	-
Fifth	Conflict Management	Teaching conflict management skills to adolescents	Personal or inner conflict resolution skills; interpersonal or group conflict management skills; teaching problem-solving and anger management.	- Describe the issues and problems that arise in relationships with parents. - Consider solutions for these problems and choose the best solution from the listed solutions (based on the provided training).
Sixth	Negotiation and Effective Communication	Teaching effective communication and negotiation skills to adolescents	Methods of dealing with conflicts in communication; teaching active listening; developing assertiveness skills.	- Active listening exercise: a) List all the sounds you hear right now. b) Focus on one of them (ignoring other sounds). Which one did you choose? c) Was it difficult? d) Now let go of this sound and focus on another sound you hear around you. e) Could you focus on another sound? f) Why do you think so? g) Which sound attracted your attention the most? Do you know why?
Seventh	Self-Efficacy	Developing students' self-efficacy	Reviewing and addressing inefficacy beliefs and weakening them; creating more adaptive new beliefs regarding emotion regulation and control; using positive emotions to generate good ideas.	-
Eighth	End of the educational course	Summary, thanks, and post-test	Reviewing the previous session's homework; summarizing key points and discussing educational ambiguities if needed; providing a summary of previous session contents; conducting the post-test; thank you, goodbye, and end of the session.	Review the assignments of previous sessions.

To validate the parent-adolescent educational package, the content validity ratio (CVR) and content validity index (CVI) were examined based on the opinions of ten experts.

Table 3

Validation of the Parent-Adolescent Educational Package

Session	CVR	CVI
First	1	0.9
Second	0.8	0.8
Third	0.8	0.8
Fourth	0.8	0.8
Fifth	0.8	0.8
Sixth	1	1
Seventh	1	1
Eighth	0.8	0.8
Conclusion	Overall CVR = 0.87	Overall CVI = 0.86

As shown in Table 3, the overall content validity ratio (CVR) for the educational package is 0.87. Comparing this index with the acceptable value for ten experts based on the content validity ratio table and Lawshe's method (the minimum acceptable value for this number of experts is 0.62), the content validity of the program is higher and acceptable. As shown in Table 3, the content validity index (CVI) for the educational program is 0.86, and comparing this value with the acceptable amount (a minimum of 0.79), the content validity index of the program is acceptable. Additionally, the content validity index for each session is also higher than the acceptable value of 0.79, indicating that all sessions have an acceptable content validity index.

4. Discussion and Conclusion

The findings of the present study indicate that the parent-adolescent educational package designed for first-year secondary school girls in Tehran has good validity based on validation indices. This educational package consists of eight sessions, each aimed at familiarizing participants with various aspects of parent-adolescent relationships and interactions related to adolescence.

Previous research has documented the positive relationship between the quality of parent-adolescent communication and adolescents' academic performance and psychological well-being (Forresi et al., 2023; Hoseini et al., 2024; Yousefi et al., 2021). For example, Carmona-Halty et al. (2022) emphasize the importance of strengthening family relationships and its role in enhancing adolescents' psychological capital, which closely aligns with our findings (Carmona-Halty et al., 2022). Additionally, evidence from study by Wang (2024) suggests that effective parent-child

communication can help improve adolescents' academic performance (Wang, 2024). These findings support our results, indicating that the designed educational package can effectively strengthen these aspects.

Moreover, some studies focus on the importance of educational programs in strengthening parent-child relationships in rural areas, demonstrating the flexibility and broad impact of interactive programs (Ren et al., 2022; Şahin et al., 2024; Wen & Lin, 2011). This research, along with related studies, shows that developing communication skills and increasing mutual understanding between parents and adolescents can not only improve relationships but also enhance adolescents' mental health and academic performance (Griffith & Grolnick, 2014; Hailey et al., 2023; Şahin et al., 2024; Shek et al., 2018). These studies emphasize the importance of integrating educational programs that specifically focus on enhancing various aspects of parent-adolescent relationships, which is in line with the findings of the present study.

In summary, the results of this research and its alignment with other research findings confirm the effectiveness of the parent-adolescent educational package in improving interactions and well-being of adolescents. These results can serve as a basis for designing similar educational programs in other regions and for different age groups, thereby strengthening the health and performance of adolescents in various communities.

5. Limitations & Suggestions

One of the main limitations of this study is the sample's restriction to first-year secondary school girls in Tehran, which may limit the results in terms of gender and

geography. Additionally, the use of self-report tools may lead to response bias, affecting the accuracy of the collected data. Furthermore, the cross-sectional design of the study does not allow for the examination of long-term changes resulting from the implementation of the educational package.

For future research, it is recommended to include samples with greater geographical and gender diversity to allow for the generalization of results to more diverse populations. The use of longitudinal study methods can also be beneficial in better understanding the long-term effects of the educational package. Moreover, future research should use more objective and precise evaluation tools to increase the accuracy and reliability of the results.

Based on the findings of this study, it is recommended that schools and educational centers implement programs similar to the parent-adolescent educational package to strengthen family relationships and improve adolescents' communication skills. These programs can also be conducted as educational workshops for parents to educate them on adolescent psychology and effective communication techniques. Finally, integrating these trainings into school curricula as part of formal education could enhance their impact on the general health and well-being of adolescents.

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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.

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.

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Authors' Contributions

All authors equally contributed to this article.

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