

Development of a Psycho-Emotional Empowerment Training Package Based on the Lived Experiences of Single-Parent Adolescent Boys and Its Effectiveness on Parent-Child Interaction

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ABSTRACT

Objective: This study aimed to develop a psycho-emotional empowerment training package based on the lived experiences of single-parent adolescent boys and to examine its effectiveness on parent-child interaction.

Methods and Materials: The research method was qualitative, phenomenological-descriptive, and the method for the quantitative part was a quasi-experimental design with a pre-test, post-test, control group, and a two-month follow-up period. The statistical population included single-parent adolescent boys studying in the first secondary school level in Abadeh city during the 2023-2022 academic year. The qualitative sample consisted of 15 single-parent adolescent boys selected through purposive sampling and subjected to in-depth interviews. The quantitative sample included 35 single-parent adolescent boys selected through purposive sampling and randomly assigned to experimental and control groups (18 adolescents in the experimental group and 17 adolescents in the control group). The adolescents in the experimental group received the psycho-emotional empowerment training package over 10 weeks in 10 90-minute sessions. The pre-test was conducted before the intervention, the post-test was conducted after the intervention, and the follow-up phase was conducted two months later. The questionnaire used in this study was the Parent-Child Interaction Questionnaire (Fine, Moreland, & Schwebel, 1983). Data obtained from the study were analyzed using mixed analysis of variance with SPSS23 statistical software.

Findings: The results indicated that the psycho-emotional empowerment training package had sufficient content validity according to experts. Additionally, this training package had an impact on parent-child interaction ($P < 0.001$; $\eta^2 = 0.64$; $F = 56.98$) among single-parent adolescent boys.

Conclusion: Based on the study's findings, it can be concluded that the psycho-emotional empowerment training package, by creating emotional competencies, gaining competence, autonomy, effectiveness, and establishing connections with

others, empathy, and kind behavior towards others, can be used as an effective method to improve parent-child interaction in single-parent adolescent boys.

Keywords: *Psycho-Emotional Empowerment Training Package, Single-Parent Adolescent Boys, Parent-Child Interaction.*

1. Introduction

The occurrence of divorce not only inflicts psychological harm on the couple but also jeopardizes the psychological well-being of their children (Bayati Eshkaftaki et al., 2021). According to research by Khalid et al. (2018) and Sorek (2020), the adverse developmental period resulting from divorce can be significantly associated with emotional deficiencies and other psychological disorders. This is because parental divorce brings about significant changes and reorganization within the family, affecting the child's adaptation over time (Khalid et al., 2018; Sorek, 2020). The absence of either parent due to divorce disrupts the family balance, weakens family functions, and reduces social supervision and control. Consequently, issues such as addiction, delinquency, physical problems, psychological and social distress, and behavioral disorders in children increase (Stokkebekk et al., 2019). Children of divorce or single-parent households face intellectual, emotional, identity, and social challenges that hinder their proper integration into society (Stapp et al., 2020), and economically, they are more likely to experience poverty and deprivation compared to their peers (Gähler & Garriga, 2013). One of the challenges for single-parent children is their inability to establish suitable and satisfactory relationships with others, particularly with their parents, as they often blame their parents for their current turbulent situation, hindering normal and constructive interactions with them (Stapp et al., 2020). Thus, they are vulnerable to poor parent-child interactions.

Parent-child interaction is a crucial relationship for creating security and love. The parent-child relationship is the first introduction to the world of communication for children, with feelings of love, intimacy, and security directly rooted in these relationships (Carnes-Holt, 2012). It is challenging to determine who has the most significant impact on conflicts between parents and children, but it is clear that a lack of awareness of communication skills and insufficient interpersonal problem-solving abilities lead to incompatibility and conflicts (Lahav-Kadmiel & Brunstein-Klomek, 2018). Recent studies indicate that the quality of parental communication with children is closely related to their behaviors and psychological adjustment. Higher levels of parental conflict correlate with increased negative

emotions and behavioral problems in children (Shan et al., 2019). Research suggests that two crucial factors in parent-child interactions are parental acceptance and parental control. Parental acceptance seems to be more critical and positively related to moral development, while parental rejection is associated with poor adjustment. Parental control refers to the strictness of parental standards, with a lack of control linked to higher levels of maladjustment (Temelturk et al., 2021). Poor quality parent-adolescent relationships result in unstable parental supervision, neglect, and conditions conducive to antisocial behavior (Botzet et al., 2019). A lack of parental communication leads to weaker and more superficial parent-child interactions, causing complex future problems for the child (Blossom et al., 2016). Previous research indicates that parents unable to provide emotional support to their children are more likely to have children who use alcohol or drugs (Chaplin et al., 2012).

Various therapeutic methods have been employed to empower single-parent adolescents psychologically and emotionally and improve parent-child interactions. Given the absence of one parent and their educational and upbringing role in the developmental process of adolescents, one effective method can be based on the education and empowerment of the adolescents themselves. Hence, developing and preparing a psycho-emotional empowerment package can significantly address the social, cognitive, and psychological deficits of single-parent adolescents. To date, no psycho-emotional empowerment package has been developed for this demographic, indicating a research gap in this field. However, findings from previous studies (Asadi et al., 2021; Bahrami-Kerchi et al., 2020; Ballard et al., 2019; Cappelletti et al., 2020; Cayaban et al., 2022; Lardier et al., 2019; Lee et al., 2021; Mehrabian et al., 2022; Meng et al., 2016; Rezaei et al., 2015; Sarkar et al., 2017; Shima, 2019; Valeh et al., 2021; Zhang et al., 2018) indicate that psychological, emotional, and cognitive empowerment can improve individuals' social, psychological, and emotional functioning.

Empowerment means helping individuals enhance their self-confidence, overcome feelings of helplessness, and develop enthusiasm and internal motivation to perform tasks. Psychological empowerment involves the process of increasing individuals' intrinsic motivation (Rezaei et al.,

2015). Psychological-emotional empowerment involves releasing individuals' inner strength and power and creating opportunities for their talents, abilities, and competencies to flourish (Zhang et al., 2018). This concept relates to individuals' feelings and attitudes toward themselves, their families, and their surroundings, reflecting their active role in family and society. Previous research summarizes psychological empowerment into five dimensions: competence, effectiveness, autonomy, meaningfulness, and trust (Cayaban et al., 2022). Competence refers to the degree to which an individual can perform tasks skillfully and their belief in their ability to successfully complete assigned tasks, positively affecting their self-esteem. Empowered individuals with competence feel capable of successfully accomplishing tasks (Asadi et al., 2021). Effectiveness or personal acceptance refers to the degree to which an individual can influence the outcomes and consequences of events. It is the extent to which an individual's behavior appears to make a difference in achieving personal and family goals (Lee et al., 2021). Autonomy involves an individual's sense of self-determination, feeling that their actions originate from themselves rather than others. Meaningfulness is the opportunity for individuals to feel they are pursuing important and valuable goals, believing their time and effort are worthwhile (Meng et al., 2016). Regarding the relationship between the independent variable (psycho-emotional empowerment training) and the dependent variable (parent-child interaction of single-parent adolescents), it can be stated that psycho-emotional empowerment enables single-parent adolescents to utilize higher psychological and emotional skills in their communicative challenges with parents. By employing problem-solving skills, they can address their communication issues with parents more normatively and experience more constructive parent-child interactions (Mehrabian et al., 2022).

The necessity of this research lies in the impact of parental marital problems and divorce on children and the quality of their relationships, as there is a positive relationship between marital conflicts and children's behavioral problems. Children's and adolescents' inability to adapt to parental divorce can have detrimental effects on their psychological functioning and even their physical health. Therefore, intervention for this group is essential, particularly during adolescence, a period marked by maturity, identity exploration, and the quest for independence from childhood dependencies. Adolescents experience psychological instability during this phase, often

leading to behavioral problems. Given the adverse outcomes of divorce and single-parenting during adolescence, as well as its destructive impact on their mental health, academic achievement, and social, psychological, and cognitive adjustment, it is imperative to take appropriate actions to enhance these individuals' psychological, cognitive, emotional, and communicative aspects. Employing suitable psychological interventions that improve their psychological and emotional strength is crucial. Thus, this study aims to develop a psycho-emotional empowerment training package for single-parent adolescents based on lived experiences and examine its effectiveness on parent-child interaction.

2. Methods and Materials

2.1. Study Design and Participants

The research method was qualitative, phenomenological-descriptive, and the quantitative method was a quasi-experimental design with a pre-test, post-test, control group, and a two-month follow-up period. The statistical population included single-parent adolescent boys studying in the first secondary school level in Abadeh city during the 2023-2022 academic year. The qualitative sample consisted of single-parent adolescent boys undergoing in-depth interviews. The qualitative sampling process continued until data saturation, with 15 adolescents ultimately selected. The final qualitative sample comprised 15 divorced adolescents selected through purposive sampling. In the quantitative part, purposive sampling was also used. Single-parent adolescents were identified in 10 secondary schools in Abadeh, and the Parent-Child Interaction Questionnaire was administered to identify those meeting the study criteria. From those identified, 40 adolescents scoring less than 100 on the Parent-Child Interaction Questionnaire were randomly assigned to experimental and control groups (20 in each). The sample size considered potential dropouts. The experimental group received the psycho-emotional empowerment training package in 10 weekly 90-minute sessions over 10 weeks, while the control group received no intervention and awaited their turn. Post-test was administered after the sessions, with a two-month follow-up phase to ensure result stability. During the intervention, 2 participants from the experimental group and 3 from the control group withdrew, leaving 35 adolescents (18 in the experimental group and 17 in the control group). Ethical considerations included obtaining consent, informing participants of the intervention stages, and assuring confidentiality. Incentives for participation included

explaining the therapeutic and educational benefits and providing the intervention free of charge.

2.2. Measures

2.2.1. Semi-structured Interview

This researcher-developed tool included open-ended and closed-ended questions. To assess content validity, the interview form was reviewed by five experts, who provided feedback on the questions' quantity, quality, and wording. Adjustments were made accordingly. The interviews, lasting 40-120 minutes depending on participants' conditions and willingness, were recorded digitally and transcribed verbatim. Prolonged researcher engagement and maximum diversity in contact with participants enhanced data credibility. Methods for data acceptability included participant review of transcripts to resolve coding ambiguities, providing concepts consistent with participant statements, and using data saturation for increased validity. Additionally, systematic data collection and unbiased analysis, member agreement on interviews, codes, and categorization ensured data reliability. Findings were reviewed by three psychology faculty members to confirm results. Stability was ensured through prompt transcription, peer review, and re-examination of data, with transferability achieved by interviewing diverse participants, providing direct quotes, and rich data description.

2.2.2. Parent-Child Interaction

This 24-item questionnaire by Fine, Moreland, and Schwebel (1983) assessed parent-child interaction. Rated on a Likert scale from 1 (never) to 7 (always), it includes reverse-scored items (11, 12, 13, and 14). Separate scores for mentioned components and an overall parent-child relationship score are calculated, with scores below 96 indicating low interaction quality. Fine, Moreland, and Schwebel (1983) used confirmatory factor analysis for validity, showing high internal consistency. Bradford and Barber (2008) reported a Cronbach's alpha of .91. In a study by Shahni Yeylagh, Azizi-Mehr, and Maktabi (2014) in Iran, Cronbach's alpha was .92, with subscale coefficients ranging from .67 to .78 (Mehrabian et al., 2022). In this study, Cronbach's alpha was calculated at .88.

2.3. Intervention

2.3.1. Psycho-Emotional Empowerment Training

Session 1: Introduction and Orientation

The session begins with the group members getting to know the trainer and each other, followed by an explanation of the primary and secondary objectives of the program. The rules for group participation are outlined, and a commitment to regular attendance in the training sessions is obtained from each participant. The impact of parental divorce on the psychological and emotional dimensions of children is discussed, along with the definition of psycho-emotional empowerment. The session concludes with the administration of the pre-test.

Session 2: Understanding Competence

This session focuses on the components of psychological empowerment, including competence, autonomy, effectiveness, meaningfulness, and trust. A detailed explanation of competence and how to support it is provided. Participants learn about ways to recognize and enhance their own competencies. An assignment is given to practice these concepts.

Session 3: Exploring Autonomy

Participants review the assignment from the previous session. The session then delves into the concept of autonomy and ways to support it, highlighting the outcomes of fostering autonomy. Decision-making is taught as a representation of autonomy. An assignment is given to encourage participants to practice making autonomous decisions.

Session 4: Enhancing Effectiveness

The session begins with a review of the previous assignment. Participants are introduced to the concept of effectiveness and its contributing factors, with a focus on self-efficacy and its sources. Strategies for enhancing a sense of personal effectiveness are discussed, followed by an assignment designed to reinforce these concepts.

Session 5: Developing Social Competence

After reviewing the previous assignment, the session defines social competence and its components. Participants are introduced to assertiveness and negotiation skills, which are essential for social competence. A class exercise is conducted, and an assignment is provided to practice these skills in real-life situations.

Session 6: Building Empathy and Kindness

The session starts with a review of the previous assignment, followed by a discussion on establishing connections with others, empathy, and showing kindness to

others, including parents. The various dimensions of kindness towards parents are explored. Participants are given an assignment to practice these behaviors.

Session 7: Emotional Competence

Participants review the previous assignment before learning about emotional competencies, including recognizing emotions and their benefits. Different ways of expressing emotions, such as criticism, requests, and intense emotional conflicts, are discussed. Techniques for managing anger are introduced, and an assignment is given to practice these skills.

Session 8: Emotional Empowerment

The session begins with a review of the previous assignment. Participants learn about the relationship between thoughts, emotions, and behaviors, and the concept of cognitive fusion and its impact on behavior is explained. Strategies for emotional empowerment are discussed, and an assignment is provided to practice these concepts.

Session 9: Cognitive Defusion Techniques

After reviewing the previous assignment, the session focuses on teaching cognitive defusion using techniques such as the "leaves on a stream" exercise and other related techniques. Participants are given an assignment to practice these techniques.

Session 10: Conclusion and Celebration

The final session begins with a review of the previous assignment. A summary of the past sessions is presented, and participants' questions are addressed. The post-test is administered, and the session concludes with a celebratory event to mark the end of the course.

2.4. Data analysis

Initially, single-parent adolescents were identified based on inclusion criteria and selected purposively. Data collection involved in-depth interviews, continuing until data saturation with 15 participants. Data analysis followed Colaizzi's seven-step method:

Review all data: Interview transcripts were repeatedly read to understand the overall content while listening to recorded sections.

Extract significant statements: Relevant phrases, sentences, or paragraphs were separated and stored in distinct files to ensure important information was not overlooked.

Formulate meanings: For each significant statement, a short description of the hidden meaning was written

separately by two individuals, then combined to achieve a common understanding.

Organize formulated meanings into categories and themes: Themes were short phrases from formulated meanings, created separately by each individual, then discussed. Repeated themes indicated data validity, reviewed by an expert.

Create a descriptive narrative: Key concepts were summarized narratively, written by the researcher, then refined collaboratively.

Validate findings: Participants reviewed the results, providing feedback on the interpretations.

Establish traceability: Daily research activities were documented, recording personal experiences with participants. Questions were added or removed as necessary during the study.

After coordinating with Abadeh's educational authorities and identifying single-parent adolescents in secondary schools, the Parent-Child Interaction Questionnaire was administered. Eligible participants (those scoring below 100) provided written consent and were randomly assigned to experimental and control groups (20 each). The experimental group underwent the psycho-emotional empowerment training in 10 weekly 90-minute sessions over 10 weeks, while the control group received no intervention. A two-month follow-up phase was conducted. During the intervention, 2 participants from the experimental group and 3 from the control group withdrew, leaving 35 adolescents (18 in the experimental group and 17 in the control group). Participants were informed of the therapeutic and educational benefits of the intervention, which was provided free of charge.

Descriptive and inferential statistics were used. Descriptive statistics included means and standard deviations. Inferential statistics involved the Shapiro-Wilk test for normality, Levene's test for variance equality, Mauchly's test for sphericity, mixed ANOVA, and Bonferroni post-hoc tests. Data were analyzed using SPSS-23.

3. Findings and Results

Results from the thematic analysis in the qualitative section (development of the psycho-emotional empowerment training package) derived from analyzing 15 interviews with single-parent adolescents (resulting from divorce) revealed 390 initial statements and 16 organizing themes. These themes are: 1) Consequences of parental

divorce, 2) Stress and anxiety, 3) Depression, 4) Nervousness and irritability, 5) Lack of anger and emotion control, 6) Damaged social relationships, 7) Lack of patience in relationships, 8) Intimacy and fear of intimacy, 9) Lack of assertiveness and self-confidence, 10) Inability to make decisions, 11) Acceptance of realities, 12) Reduced relationships with parents and relatives, 13) Decline in motivation, 14) Failure to achieve goals, 15) Competence, 16) Impact of thoughts on emotions and behavior.

Demographic findings showed that the average age of single-parent adolescents in the experimental group was

14.86 years and 15.06 years in the control group. Additionally, in the experimental group, 4 students (22.22%) were in seventh grade, 8 students (44.44%) in eighth grade, and 5 students (27.89%) in ninth grade. In the control group, 4 students (23.53%) were in seventh grade, 9 students (52.94%) in eighth grade, and 5 students (29.41%) in ninth grade. The mean and standard deviation of the dependent variable (parent-child interaction) at pre-test, post-test, and follow-up stages for both experimental and control groups are presented in [Table 1](#).

Table 1

Means and Standard Deviations of Parent-Child Interaction in Experimental and Control Groups

Component	Group	Pre-test M (SD)	Post-test M (SD)	Follow-up M (SD)
Parent-Child Interaction	Experimental Group	88.16 (17.60)	99.11 (19.46)	97.77 (18.78)
	Control Group	86.82 (14.06)	85.94 (14.66)	86.41 (14.23)

The results of [Table 1](#) showed that the mean of the parent-child interaction variable in single-parent adolescent boys in the experimental group increased at the post-test stage compared to the pre-test stage. Based on this, the results of the Shapiro-Wilk test indicated that the assumption of normal distribution of sample data in the parent-child interaction variable was met ($P = 0.20$; $F = 0.12$). The homogeneity of variance assumption was also assessed using Levene's test, which was not significant, indicating

that the homogeneity of variance assumption was met for the parent-child interaction variable ($P = 0.74$; $F = 0.11$). Additionally, the t-test results showed that the pre-test scores of the experimental and control groups in the dependent variable (parent-child interaction) were not significantly different ($p > 0.05$). The Mauchly's test results indicated that the sphericity assumption was met for the parent-child interaction variable ($P = 0.43$; Mauchly's $W = 0.90$).

Table 2

Mixed Analysis of Variance for Examining Within-Group and Between-Group Effects on Parent-Child Interaction

Source	SS	df	MS	F	p	η^2	Power
Phases	543.85	2	271.93	43.65	.0001	.57	1
Grouping	1951.77	1	1951.77	39.43	.001	.55	1
Interaction (Phases*Grouping)	709.87	2	354.94	56.98	.0001	.64	1
Error	411.11	66	6.23				

The results of the mixed ANOVA in [Table 2](#) showed that the factor of time (changes from pre-test to post-test and follow-up) had a significant effect on the mean scores of parent-child interaction among single-parent adolescent boys. The effect size indicated that this factor explained 57% of the variance in parent-child interaction scores. Additionally, the results indicated that group membership (psycho-emotional empowerment training package) also had a significant effect on the parent-child interaction scores of single-parent adolescent boys. Therefore, the psycho-emotional empowerment training package had a significant effect on the parent-child interaction of single-parent

adolescent boys. The effect size for this finding showed that this training explained 55% of the variance in parent-child interaction scores. Moreover, the interaction effect of the type of intervention (psycho-emotional empowerment training package) and the factor of time (changes from pre-test to post-test and follow-up) on the parent-child interaction scores was also significant. Therefore, it can be concluded that the type of intervention (psycho-emotional empowerment training package) had a significant effect on the parent-child interaction of single-parent adolescent boys at different assessment stages (post-test and follow-up). The effect size showed that the interaction between the psycho-

emotional empowerment training package and the time factor (changes from pre-test to post-test and follow-up)

explained 64% of the variance in parent-child interaction scores.

Table 3

Pairwise Comparison of Mean Parent-Child Interaction Scores by Assessment Stage Using Bonferroni Post Hoc Test

Variable	Comparison Stage	Mean Difference	SE	p
Parent-Child Interaction	Pre-test - Post-test	-5.03	0.77	.001
	Pre-test - Follow-up	-4.60	0.66	.001
	Post-test - Pre-test	5.03	0.77	.001
	Post-test - Follow-up	0.43	0.18	.09

As shown in Table 3, there is a significant difference between the mean scores of the pre-test stage with the post-test and follow-up stages in the parent-child interaction variable. This indicates that the psycho-emotional empowerment training package significantly changed the post-test and follow-up scores of the parent-child interaction variable compared to the pre-test stage. Another finding in this table showed that there was no significant difference between the mean scores of the post-test and follow-up stages. This can be explained by the fact that the changes in the parent-child interaction scores achieved at the post-test stage were maintained during the follow-up period.

4. Discussion and Conclusion

The aim of this study was to develop a psycho-emotional empowerment training package and determine its effectiveness on the parent-child interaction of single-parent adolescent boys. The thematic analysis in the qualitative section (development of the psycho-emotional empowerment training package) derived from analyzing 15 interviews with single-parent adolescents resulted in 390 initial statements and 16 organizing themes. These themes are: consequences of parental divorce, stress and anxiety, depression, nervousness and irritability, lack of anger and emotion control, damaged social relationships, lack of patience in relationships, intimacy and fear of intimacy, lack of assertiveness and self-confidence, inability to make decisions, acceptance of realities, reduced relationships with parents and relatives, decline in motivation, failure to achieve goals, competence, impact of thoughts on emotions and behavior. Additionally, the results showed that the psycho-emotional empowerment training package had sufficient content validity according to experts. Given that the consequences of divorce affect children in such a way, explaining these consequences could form the basis for addressing stress and anxiety, depression, nervousness and irritability, anger, reduced social relationships, lack of

patience, fear of intimacy, and related interventions. These adolescents also experience a lack of assertiveness and reduced self-confidence, lose their decision-making ability and motivation, find it difficult to achieve goals, have low social competence, struggle to accept the reality of parental separation, and have dysfunctional thoughts affecting their emotions and behaviors. Consequently, they are unable to separate thoughts from reality. The psycho-emotional empowerment training package helps single-parent adolescents tangibly understand the consequences of parental divorce and the resulting stress, anxiety, and depression, providing them with skills to mitigate these harms. Reducing the anxiety, depression, and stress arising from parental divorce helps single-parent adolescents detach from dysfunctional thoughts. Furthermore, the psycho-emotional empowerment training package familiarizes single-parent adolescents with nervousness and irritability, lack of anger and emotion control, damaged social relationships, and lack of patience in relationships. This process equips them with skills to control anger and perform better in social relationships, ultimately improving their social and communication skills. The package also helps them understand the realities of reduced relationships with parents and relatives, fostering skills to repair these relationships and reducing their fear of intimacy.

In the quantitative section, the results indicated that the psycho-emotional empowerment training package improved the parent-child interaction of single-parent adolescent boys. Since this package was developed for the first time for single-parent adolescent boys, there was no direct comparison, but the results align with previous studies related to psychological empowerment. Mehrabian et al. (2022) demonstrated that a psychological empowerment package reduces psychological distress in adolescents with dysfunctional parent-child interactions (Mehrabian et al., 2022). Similarly, Valeh et al. (2022) found that a psychological empowerment training program enhances

psychological capital and emotional well-being in teachers (Valeh et al., 2021). Asadi, Farhadi, and Golparvar (2022) also showed that a psychological empowerment package reduces rumination in parents of children with cancer (Asadi et al., 2021). Rezaian et al. (2018) reported that psychological empowerment increases psychological well-being and quality of life in female heads of households (Rezaei et al., 2015). In international studies, Cayaban et al. (2022) demonstrated that psychological empowerment improves social relationships in nursing students (Cayaban et al., 2022). Cappelletti et al. (2020) reported that psychological empowerment training enhances the quality of life in adolescents with epilepsy (Cappelletti et al., 2020). Lardier et al. (2019) found that cognitive empowerment increases psychological empowerment, community sense, and ethnic identity in urban minority youth (Lardier et al., 2019). Ballard et al. (2019) showed that a school-based psychosocial empowerment intervention improves mental and social health in adolescents (Ballard et al., 2019). Sarkar et al. (2017) confirmed the impact of a health empowerment intervention on adolescent resilience (Sarkar et al., 2017).

The effectiveness of the psycho-emotional empowerment training package on parent-child interaction in single-parent adolescent boys can be explained by the fact that psychological empowerment fosters a sense of competence. Competence refers to the degree to which an individual can perform tasks skillfully, which becomes more evident when an individual possesses the necessary knowledge, ability, skill, and training (Lardier et al., 2019). This sense influences how individuals handle various situations, enabling them to approach problems and challenges more normatively. Empowered individuals feel confident and capable of effectively performing tasks, experiencing a sense of personal mastery and believing they can learn and grow when facing new challenges. Consequently, single-parent adolescents, by gaining competence, feel more psycho-emotionally empowered and can identify and address communication issues with their parents, leading to a more structured parent-child interaction. Additionally, the psycho-emotional empowerment training package fosters a sense of effectiveness in single-parent adolescents. Those who perceive themselves as effective strive to maintain control over their responses to environmental events, rather than reacting impulsively or destructively (Ballard, Cohen, & Dart, 2019). To feel empowered, individuals must believe not only that their actions are effective but also that they can create those effects. This enhances their psycho-emotional strength. Therefore, single-parent adolescents in this study,

by internalizing these concepts, perceive greater empowerment in addressing communication issues with their parents, establishing a constructive interaction, and ultimately improving parent-child interaction.

Psycho-emotional empowerment also facilitates responding to environmental and familial challenges by preparing individuals with high flexibility and decision-making freedom (Cayaban et al., 2022). The training package helps single-parent adolescents develop the necessary ability for normative decision-making. This process not only influences their behavior but also affects their personality. The influence of personality on psycho-emotional empowerment leads to the internalization of normative interaction principles in single-parent adolescents, resulting in fewer verbal, behavioral, and communication challenges with their parents. This allows them to establish constructive communication with their parents, improving parent-child interaction.

5. Limitations & Suggestions

This study, like other scientific research, faced limitations. The research population was limited to single-parent adolescent boys in Abadeh city. Additionally, the study did not deeply examine the personality, social, and familial variables affecting parent-child interaction in single-parent adolescent boys, which is another limitation. Furthermore, due to adherence to inclusion criteria, random sampling was not used, which is a limitation. To enhance the generalizability of findings, it is recommended that future research includes single-parent adolescent girls, conducts the study in other cities (considering cultural and social roles in the psychological strength of single-parent adolescents), qualitatively examines personality, social, and familial factors influencing parent-child interaction, and uses random sampling methods. Based on the findings of this study, which demonstrated the effectiveness of the psycho-emotional empowerment training package on parent-child interaction in single-parent adolescent boys, it is suggested that educational authorities, counseling experts, and psychologists organize effective psychological courses, such as the psycho-emotional empowerment training package, for single-parent adolescents to improve their psychological and emotional well-being.

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Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethics 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 contributed equally. This article is derived from the first author's Ph.D. dissertation at the Islamic Azad University, Yazd Branch. We express our gratitude to all the adolescents and their families who participated in the study and provided full cooperation for the execution of the research.

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