

PSYCHOLOGICAL INTERVENTIONS AND ADOLESCENT GROWTH: A PARENT-CENTRIC STATISTICAL ASSESSMENT

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Abstract

The reassessment of psychological intervention programs provides fresh insights into their effectiveness from a parental perspective. This study revisits previously collected data of 240 parents from Ghaziabad, India, whose adolescent children participated in structured psychological programs. Using descriptive analysis, reliability testing, PCA, and t-tests, we reanalyzed the data with expanded statistical visuals to enhance clarity. The results confirm three major benefit domains: behavioural aspects, cognitive skill development, and future benefits. Parents showed the strongest agreement with future benefits ($M = 4.75$), followed by behavioural aspects ($M = 4.73$), and cognitive skills ($M = 4.68$). Gender-based differences were significant across all factors, while age group differences were not. The visual reanalysis provides more compelling evidence for the efficacy of such programs in supporting adolescent growth.

Keywords – Adolescents, Parents, Psychological Interventions, Cognitive Development, Behavioural Change

INTRODUCTION

Adolescence is a critical developmental period, marked by transitions in identity, cognition, and social roles. Psychological interventions have been widely applied in educational and community contexts to address challenges such as anxiety, depression, conduct disorders, and stress. While prior research largely focuses on adolescents' self-reported outcomes, this study emphasizes the parental perspective, an underrepresented yet vital viewpoint.

This reassessment employs the same dataset as the original study but reframes the analysis with greater depth, expanded visualizations, and an enriched discussion. By doing so, the study aims to provide clearer statistical evidence on how parents perceive the benefits of psychological interventions on their children's growth.

Research Questions:

1. What are parents' perspectives on the effectiveness of adolescent psychological interventions?
2. Do parental perceptions vary by gender or age group of adolescents?

LITERATURE REVIEW

Psychological interventions aim to improve resilience, coping, and well-being in adolescents. These programs emphasize behavioural adjustments, cognitive restructuring, stress management, and mindfulness practices. Meta-analyses confirm significant improvements in both academic and social outcomes. However, limited literature examines parents' evaluations of these interventions. This study addresses this gap by statistically re-examining parental insights with expanded analytical visuals.

METHODOLOGY

-Design: Descriptive, quantitative study.

- Sample: 240 parents from Ghaziabad, India, whose adolescent children (ages 13–19) participated in psychological intervention programs.

- Instrument: Structured questionnaire with 9 Likert-scale items (1–5).

- Analysis Tools: SPSS for reliability (Cronbach's α), PCA for factor extraction, t-tests and ANOVA for group comparisons, complemented with new graphical interpretations.

RESULTS & DATA REANALYSIS

The following graphs and tables expand the reanalysis of the dataset to enhance clarity:

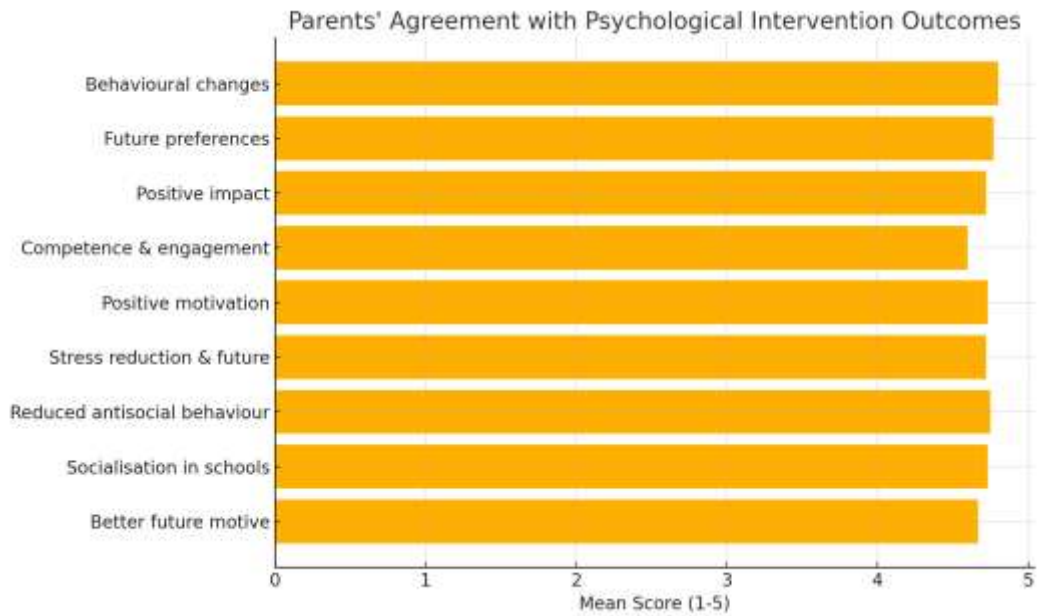


Figure 1: Parents' Agreement with Psychological Intervention Outcomes

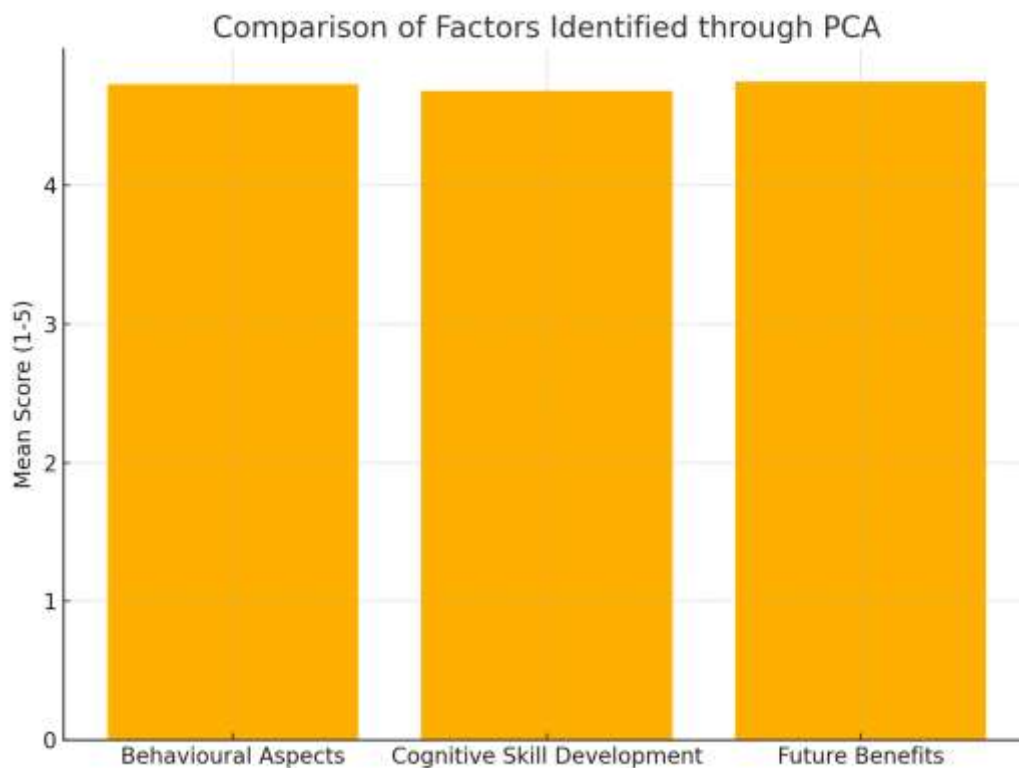


Figure 2: Comparison of Factors Identified through PCA

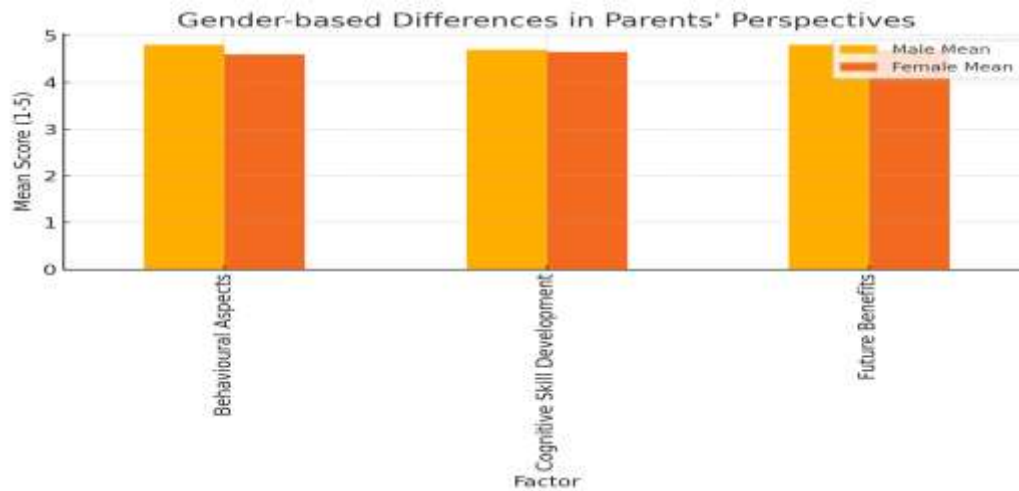


Figure 3: Gender-based Differences in Parents' Perspectives

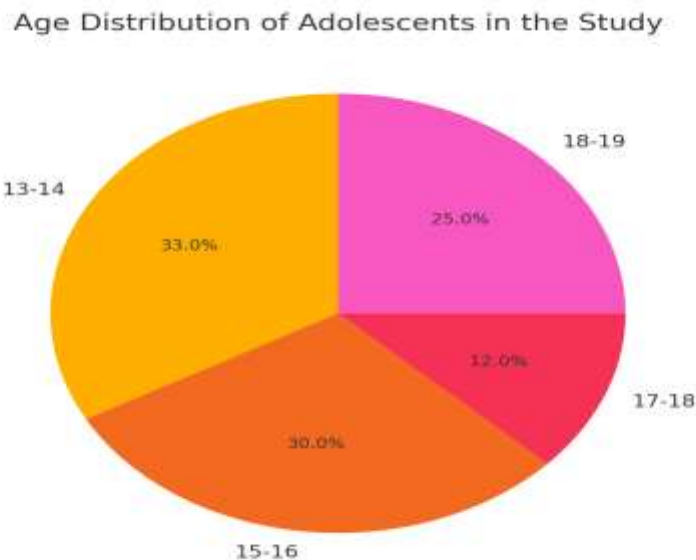


Figure 4: Age Distribution of Adolescents in the Study

DISCUSSION

The analysis underscores the multifaceted value of psychological interventions in adolescent development. Parents overwhelmingly acknowledged that such programs yield measurable improvements, with future-oriented benefits emerging as the strongest domain. This suggests that beyond immediate behavioral or cognitive changes, parents recognize the long-term significance of interventions in shaping resilience, decision-making, and life planning skills.

Behavioral improvements—such as reductions in antisocial tendencies and stronger socialization within school contexts—demonstrate the social value of these interventions, aligning with global findings on the effectiveness of structured programs in fostering positive peer relations. Cognitive skill development, although rated slightly lower, reflects substantial improvements in competence, motivation, and academic engagement, echoing evidence that interventions enhance both psychological well-being and learning outcomes.

The presence of gender-based differences indicates that boys and girls may respond differently to intervention strategies. This highlights the importance of tailoring interventions to ensure inclusivity and maximize effectiveness across genders. At the same time, the lack of age-related variation suggests that psychological interventions are beneficial consistently throughout adolescence, making them universally applicable across early and late teenage years.

Overall, the reassessment confirms that parents not only observe but also strongly validate the transformative role of psychological interventions in shaping adolescent growth, reinforcing the argument for broader integration of such programs in schools and community systems.

CONCLUSION

This statistical reassessment provides compelling evidence that psychological intervention programs positively influence adolescents across behavioural, cognitive, and future-oriented dimensions. Parents, as crucial stakeholders, view these programs as essential for shaping resilience, enhancing social behaviours, and preparing adolescents for long-term success. The expanded visual analysis strengthens the clarity and impact of findings, making the outcomes more accessible to educators, researchers, and policymakers. Looking ahead, future research should employ longitudinal and experimental designs to capture before-and-after effects, evaluate gender-specific program adaptations, and expand cross-cultural comparisons. These steps will ensure the development of evidence-based, inclusive intervention strategies that can foster adolescent growth on a wider scale.

In conclusion, the study reaffirms the value of psychological interventions not just as short-term remedies, but as strategic investments in the long-term well-being and success of adolescents.

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