EFFECTIVENESS OF COGNITIVE BASED PROBLEM SOLVING SKILLS ON CHANGING PARENTING STYLES AND REDUCING PARENTAL ANGER

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Most studies in the domain of parental behaviors are based on the importance of parent-child interaction in establishing a child’s relationship with others at the time of adulthood and socialization. This interaction involves processes such as parenting styles, communication skills, decision-making skills, problem-solving skills, self-expression skills and anger control. All of these processes help you understand how a parent-child relationship is shaped. The purpose of the present study was to study the efficacy of teaching cognitive problem-solving skills to parents and reducing their anger towards children. This study utilized a quasi-experimental research method with one group pretest and posttest design. Participants included 69 mothers of students in private preschools and elementary schools in Tehran that were selected with available sampling methods. In these workshops held in nine two-hour sessions, over the span of nine weeks, the parents became aware of efficient and inefficient methods of dealing with children’s behavior. They carried out some exercises to improve the nature of their response to the challenging behaviors of children. To evaluate the effectiveness of the training program, the Parenting Styles Questionnaire and Anger Assessment Questionnaire were used. Analysis of the data indicated that attending the problem-solving workshops had positive effects on the participant’s parenting strategies, led to higher use of problem-solving strategies and reduced the use of other dysfunctional parenting styles (e.g., suggestions without explanations, reprimanding and punishment). Nevertheless, data analysis failed to show a statistically significant difference in the reduction of parents’ aggression towards their children. However, the teaching of problem-solving skills can be suggested to improve parenting styles and the quality of intra-family relationships.

Keywords: Problem-solving methods, Parent-child relationships, Parenting methods, Anger management.

Introduction

The family is the first founder of personality, values and intellectual criteria of the individual and is the most basic unit that each person belongs to. This social-natural system, with its own characteristics, plays an important role in determining the child’s future life policy (Goldenberg, 2000).

The role of parents and especially the mother is very prominent in the children’s mental development (Pekarsky, 2013). In addition, since the child finds the mother as a first secure emotional base, the relationship between mother and child creates a relatively stable emotional relationship for the child (Papalia, Olds & Feldman, 2002), where the experiences are organized and confronted with frustrations (West & Shloden-Keller, 1994).
In terms of cognitive and emotional evolution, research has also shown that the interaction between mother and child as much as cognitive training plays a role in the development of their language (Quittner, Cruz, Baker, Tobey, Eisenberg & Niparko, 2013). In addition, the emotional relationship between the mother and child is very important because it can significantly predict the vulnerability of the child to life events and also has a significant role in preventing behavioral problems (Schmidt, Nachtigal, Wuethrich-Martone & Strauss, 2002). However, when the interaction between the child and the mother is formed as a rejectionist, threatening, aggressive, and lacking an emotional model, this method can lead to inner sense of worthlessness and rejection (Pekarsky, 2013).

Most studies in the domain of parental behaviors are based on the importance of parent-child interaction in creating a child’s relationship with others during adulthood and social settings (Bornstein, 2002). This interaction involves processes such as parenting styles, communication skills, decision-making skills, problem-solving skills, self-expression skills and anger control. These processes reflect how the parent-child relationship takes shape (Samani, 2011). In addition, the internalization and externalization problems have a direct correlation to the way that these interactions occur (Kok & et al., 2013). Such deficits in the mother-child interaction are directly involved in the child’s development of an eating disorder (Contreras & Horodynski, 2010) and anxiety syndromes in children when he/she grows up (Diaz, 2005).

Parent education and teaching methods are the basis of this interaction (Maccoby, 1984). They can be considered as a spectrum of their feedback to the child, which is often variable in terms of interaction between the child’s behavioral dimensions. The first dimension examines the emotional relationship between parents and the child, which includes emotional, behavioral, receptive and child-centered behavior (Schaefer, 1959, 1965), and another dimension contains parental control along with reprimanding and punishment which shows the parent’s control over the child (Harrington, 1993). In general, these parenting styles create an emotional atmosphere in the parents’ response to the child (Desjardins, Zelenski & Coplan, 2008), upon which applying suitable parenting styles is relevant to children’s health and parental control is associated with poor child health (Arredondo & et al., 2006). In various studies, the roles of parent’s educational styles have been emphasized on a wide range of educational outcomes, competence and compromise in school (Steinberg, Lamborn, Darling, Mounts & Dornbusch, 1994), personality development (Rai, Kumar & Kumar, 2009), creativity (Miller, Lambert & Neumeister, 2012), constancy (Pelletier, Fortier, Vallerand & Briere, 2001), self-esteem (Heaven & Ciarrochi, 2008; McClure, Tanski, Kingsbury, Gerrard & Sargent, 2010), and on the other hand in the formation of clinical problems (Bandelow & et al., 2004).

In addition to the importance of parent’s educational styles in child development, the level of anger or the reaction of parents toward their children’s behavior are very important. Anger is one of the psychological phenomena and its referred to as an inanimate state in the clinical domain. In individual dimension, parent’s anger is associated with their various emotional characteristics such as physical responsiveness, negative attributes, arousal, depression, aggression, and age (Smith & O’Leary, 2007). Parents’ anger toward children has also revealed the effects of miscommunication between parents and children. In other words, when social pressure and parents personality traits provide grounds for child abuse, many families have raped and mistreated children (Pakc & Collmer, 1975) which can lead to poor performance and some clinical disorders (Novaco, 1986).

The results of the researches indicate that inappropriate parenting styles; such as hanging out the love, practicing of the power, physical punishment and instability are related to aggression and anger (Nix & et al., 1999). Over the past decades, we have witnessed extensive research in the areas of anger and the factors that influenced it, as well as how to manage and control it. Today the role of parental anger is strongly emphasized on the interpersonal relationship between mother-child and the inner and mental states of their children (Shokoohi-Yekta & Zamani, 2008).

Since the use of inappropriate parenting styles and expression of anger and aggression towards the children can lead them to interpersonal conflict (Bandloo & et al., 2004) and consider that parenting strategy and suppressing parental anger management are very important in the mental health of families
and prevention of children’s emotional and behavioral problems; so designing the family education programs in the form of modeling and educating workshops can provide a framework for improving the relationship between parents and children, promoting proper child-rearing practices and reducing their anger and aggression in response to their children’s behaviors (Bauer & Webster-Stratton, 2006).

Several studies have been conducted to demonstrate the effectiveness of parent education and teaching methods in these areas and have shown that parents’ knowledge of proper ways of dealing with their children reduce their inappropriate clashes between them and educated parents can establish more effective interactions with their children and in these interactions they could nurture independent and thoughtful children (Nitzel & Dopkins Sright, 2004, Sofronoff, Attwood, Hinson & Levin, 2007; Snyder & Esquivel, 2005). Therefore educating parents is an effective way to promote proper child-rearing practices and increase social skills such as emotional self-regulatory skills in children (Bauer & Webster-Stratton, 2006).

One of the most popular programs in this field is the cognitive problem-solving program. In today’s world where human knowledge has grown exponentially, the application of high-level thinking skills increasingly becoming important.

Utilize high-level thinking skills require the ability to apply knowledge in different areas, the ability to critically analyze and have problem-solving skills (Shokoohi-Yekta, 1393). Problem-solving is one of the components of self-management skills (Gerkensmeyer & et al., 2013; Wehmyer, gragoudas & shogran, 2006), in which one must identify the relationship between past experiences and the problem and adopt a suitable solution to that (Mayer, 1983). It also includes ways in which one uses to control and regulate their emotions and thoughts to conduct their activities in social and non-social settings (Jordan & Troth, 2002, quoted from Campbell & Netobedzia, 2007). Teaching problem-solving skills either by the teacher or through parents would reduce inappropriate behaviors or improve the children’s social behaviors (Scott, 2005).

These skills teach parents how to find the right solution to solve their problem (Perla & Donnel, 2004), Identify the various possibilities in facing with challenges and issues of life and use them in order to make the right decision and solve the problem in different situations (Weissberg, 2005). Through these cognitive-behavioral interventions, parents would learn to manage their feelings such as anger more effectively (Mccarrick, 2000; Johnson, 2001; Reid & Webster-Stratton, 2001; Greene & et al, 2004).

Accordingly, there is great evidence about the effectiveness of problem-solving training on anger control and adaptive response to stress and anger (Green& et al., 2004; Johnson, 2001).

Problem-solving training is so important because preventing people from encountering problems in everyday life is impossible but they can be trained to act in the right way to deal with these situations.

f parents teach their children what they have learned (Hinman & Reynolds, 1992), it would prevent them to make psychological misconduct and promote mental health, facilitate the social and psychological health of children and adolescents, as well as improve their school performance and academic achievement.

The basis of interpersonal problem-solving training programs is “how to think” should be taught to the children and adolescents (Shakoohi-Yekta, 1393).

Finally, considering the mutual and complex relationships between child’s development, mental health of parents, the importance of positive interaction between parent-child and considering that the success of individuals in their lives require adequate skills in problem-solving so the role of parents in teaching this skill to children becomes more important (Stright, Neitzel, Sears & Hoke-Sinex, 2001). Therefore in the present study, we are examining the effectiveness of problem-solving training on mother’s educational styles and their anger.

### Statistical Population, Sample and Research Method

The present study is a quasi-experimental design with a single-group pretest and posttest design. The available sampling method was used. The samples consisted of 69 the mothers of children in some non-profit elementary schools in Tehran (Table 1).
The samples were announced by the school authorities to participate in “Raising a Thinking Child” workshops. These people participated in a briefing by the officials at the workshops, in which they outlined the objectives, how they were conducted and a summary of the workshops titles. Finally, the parents who wanted to attend the workshops were enrolled. “Raising a Thinking Child” workshops were held in nine sessions of two hours each, over the span of nine weeks.

During workshops experienced and trained psychologists taught parents and solved their probable problems in doing exercises in relation to their children. Parents completed the relevant questionnaires before and after each workshop.

Table 1. Descriptive finding of the samples groups based on age and gender

<table>
<thead>
<tr>
<th>Groups</th>
<th>F</th>
<th>M</th>
<th>SD</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>15</td>
<td></td>
<td>5/92</td>
<td>1/28</td>
<td>4</td>
</tr>
<tr>
<td>Boy</td>
<td>54</td>
<td></td>
<td>4/97</td>
<td>4/99</td>
<td>24</td>
</tr>
<tr>
<td>Mothers</td>
<td>69</td>
<td>34/99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intervention Program and Procedure**

Raising a Thinking Child workshops (Shure, 2000) are provided in the form of a workbook to help parents of children aged 4-7 years to teach their children problem-solving skills. The main goal and focus of these workshops are increasing the ability of parents to face with family issues through the use of problem-solving skills with children.

In this way parents learn to use strategies that strengthen the problem-solving skills in children and allow them to think about the different ways of confronting conflicts and issues and choosing the right solutions. The practice book of the workshops consists of the lesson plans that include exercises which child and parents should do. The exercises are designed in a way to teach parents how to strengthen the right thinking skills in their children. Each practice teaches one skill at least through images indirectly with the help of parents.

In these lessons, children think about what they are doing and parents in light of the training that they have received at the workshops will help the child to identify the problem and lead them to solve the problem (Shure & Digeronimo, 2001). In the present study, the Raising a Thinking Child Workshops were conducted by 9 sessions of two-hours each, over the span of nine weeks by trained psychologists.

During workshops sessions, parents get acquainted with efficient and inefficient ways to deal with children. Also, they learn to assess their parenting styles. In every session, they have an opportunity to discuss about working with their children and the obstacles and problems that they encounter with and check theirs methods and correct them.

At the first meeting parents learn about four ways of educating a child, which called “Four steps of behavior,” and they try to determine their position on the steps of the ladder. In each session, it is possible for parents to discuss their successes and failures in implementing the program and determining their place in the ladder of behavior with other parents.

In the first step, parents ask the child to do something with a tune of inspiration. For example when the mother tells the child, “You are an untidy son; pick up your stuff from here” she is in the first step of behaving with the child.

In the second step the recommendations or suggestions are given without any explanations and the child is the only performer.
The third step is a suggestion with explanation method; in other words, at this stage parents provide their suggestions with explanations to the child. For example, if you don’t do your assignment, you would feel embarrassed tomorrow in front of your classmates.

The fourth step is the most effective method of education that accompanied with questioning and encouraging the child to think. During the exercises of this stage children would acquaint with the words that are called interaction or problem-solving words. These words are based on three basic foundations of emotion perception, finding alternative solutions and considering the consequences of behaviors. The basis for applying these words are based on believes that having a common language is an essential step in solving conflicts and problems (Shure & Digeronimo, 2001).

For example, with using problem-solving words like is/ is not, now / later, similar/ different, children would learn what is right for what or the right time for doing anything is different. By using these words by parents in unusual and unpredictable situations of life they can approach the final stage of the steps and gain the ultimate goal which is helping the child to learn problem-solving skills. The following table summarizes the objectives of the sessions.

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and express the general points of the workshop</td>
</tr>
<tr>
<td>2</td>
<td>Familiarity with the problem-solving vocabulary and the conversation ladder</td>
</tr>
<tr>
<td>3</td>
<td>Addressing the emotion category (the child section with parents)</td>
</tr>
<tr>
<td>4</td>
<td>Addressing the topic of solutions (the child section with parents)</td>
</tr>
<tr>
<td>5</td>
<td>Addressing the outcomes and consequences (the child section with parents)</td>
</tr>
<tr>
<td>6</td>
<td>Addressing the emotion category (child section with the child)</td>
</tr>
<tr>
<td>7</td>
<td>Addressing the topic of solutions (child section with the child)</td>
</tr>
<tr>
<td>8</td>
<td>Addressing the outcomes and consequences (child section with the child)</td>
</tr>
<tr>
<td>9</td>
<td>A review of the lessons learned and evaluations</td>
</tr>
</tbody>
</table>

**Measuring Tools**

**Parents’ Educational Styles Questionnaire**

This tool is an attitude survey scale developed by Shokoohi-Yekta and Prand (2007) based on workshop’s lessons and evaluates the mothers’ view about their behaviors in relation with twelve existing situations and how they can deal with the challenging behaviors of their children in these situations.

On this scale, four options have specified for each of the twelve situations. Each option actually proposes one of the four ways (Problem-solving, Proposition with explanation, Proposition with No explanation and Punishment) that parents use to interact with the child in the desired position and it is necessary for mothers to respond to each situation based on their actual performance in everyday life and rank their behaviors by choosing one of the alternatives.

In total, parents’ educational styles questionnaire has 48 expressions in the Likert scale and the expressions are set of in a five-point spectrum including “Always = 4”, “most of the times = 3”, “sometimes = 2”, “seldom = 1” and “never” = 0”. After the scoring, items aggregate with each other and the numerical value for each answer is considered as a raw score. For example, items in the problem-solving method are sum together and their average would obtain. Therefore four scores are obtained for each subject that determines their status in each parenting educational styles. The scores that have derived from different domains should not be combined. The high score in any interactive method indicates the
greater use of that method in interacting with the child. The reliability of this questionnaire was reported by using Cronbach’s alpha=0.79 and split-half method=0.71 (Shokoohi-Yekta & Parand, 2007).

**Anger Assessment Questionnaire**

The Anger Assessment Questionnaire (Shooohi-Yekta & Zamani, 2008) was designed in a semi-structured interview to assess parents’ anger in interacting with their children. The questionnaire contains sixty-nine items that assess the three components of Anger-eliciting situations, Anger-out expression and Anger control.

In this research, the only component of the anger-eliciting situation was used which contain thirty items. Each item expresses situations that children’s behavior is likely provoking parent’s anger.

This questionnaire is prepared on a Likert scale and requires parents to use one of the options; extremely high= 5, high= 4, partially = 3, low = 2, very low =1 or no =0 to determine how much they feel angry if their child shows one of the desired behaviors.

The high score in this questionnaire means that the intended behavior raises a lot of anger in parents and a low score means that the behavior does not lead to any anger reaction; so the intensity of anger changes from mild irritability to intense. The total score would obtain from the sum of the scores. The reliability of this questionnaire has been reported through a test and re-test with a week, R= 0.82 and Cronbach’s alpha R= 0.96. To determine the validity of the questioner, the questionnaire was provided to several professors and psychologists and items were considered for inclusion in the content (Zamani, 2007).

**Findings**

Descriptive findings in the pre-test and post-test phases are presented in Table 3. The findings from the samples groups based on Parents’ Educational Styles Questionnaire show that participation in the problem-solving training workshops increased the mean scores in the problem solving educational style and decreased mean scores in other subscales. On the other hand, the descriptive data that obtained from Anger Assessment Questionnaire also indicate a decrease in the average scores of mothers’ anger after attending the workshops.

**Table 3.** Descriptive Findings of Parents’ Educational Styles and Anger Assessment Questionnaire of the Samples groups in the Pretest and Posttest Phases

<table>
<thead>
<tr>
<th>Measure</th>
<th>Subscales</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Educational styles</td>
<td>Problem solving</td>
<td>21/23</td>
<td>9/24</td>
</tr>
<tr>
<td></td>
<td>Proposition with explanation</td>
<td>16/39</td>
<td>5/71</td>
</tr>
<tr>
<td></td>
<td>Proposition with no explanation</td>
<td>23/22</td>
<td>6/05</td>
</tr>
<tr>
<td></td>
<td>Punishment</td>
<td>16/52</td>
<td>7/75</td>
</tr>
<tr>
<td>Anger assessment</td>
<td>Angry situations</td>
<td>78/63</td>
<td>21/46</td>
</tr>
</tbody>
</table>
In following, the repeated measurement analysis was used to analyze the research data and test the existence or non-existence of a significant difference between mean subscales of Parents’ Educational Styles Questionnaire in the pre-test and post-test phases.

The results of between-subject effect showed that the means of problem-solving, Proposition with explanation and punishment subscales had a significant difference in the post-test compared to the pre-test (P <0.05).

Accordingly, the difference in mean of problem-solving subscale was significant at P <0.05 level in the pretest (21.23) and posttest (32.53). This difference indicates the effectiveness of intervention and increased use of problem-solving educational style in mothers after attending the workshops.

Also, the mean difference in Proposition with explanation subscale showed a significant difference in the pre-test (16/39) and post-test (12/87) at the level of P <0.05 which confirm the reduction of this educational style by the mothers.

Although the mean comparison in the Proposition with No explanation subscale shows a difference between the pre-test (22.23) and post-test (22.79); however, this difference is not statistically significant (P> 0.05).

Also, the mean differences for punishment subscale in the pre-test (16.52) and post-test (12.66) was statistically significant (P <0.05).

Evaluating the effectiveness of the provided education on the subscales of Parents’ Educational Styles shows that the problem-solving subscale has the highest effect size (Table 4).

**Table 4.** Findings of the between-subject effect of the mean scores of Parents’ Educational Styles subscales

<table>
<thead>
<tr>
<th>Subscale</th>
<th>SS</th>
<th>df</th>
<th>F</th>
<th>Significance levels</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>4400/89</td>
<td>1</td>
<td>146/25</td>
<td>0/00</td>
<td>0/68</td>
</tr>
<tr>
<td>Proposition with explanation</td>
<td>428/68</td>
<td>1</td>
<td>26/60</td>
<td>0/00</td>
<td>0/28</td>
</tr>
<tr>
<td>Proposition with no explanation</td>
<td>613</td>
<td>1</td>
<td>0/29</td>
<td>0/59</td>
<td>0/00</td>
</tr>
<tr>
<td>Punishment</td>
<td>515/46</td>
<td>1</td>
<td>30/75</td>
<td>0/00</td>
<td>0/31</td>
</tr>
</tbody>
</table>

The results of t-test on the data of parents’ anger assessment questionnaire showed that although there is a difference between the pre-test (78.63%) and the post-test scores (75.86%), but, this difference is not statistically significant (P> 0.05) (Table 5).

**Table 5.** The results of t-test for comparison of mean scores of pre-test and post-test in anger assessment questionnaire

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean Differences</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
<th>df</th>
<th>Significance levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry situations</td>
<td>2/76</td>
<td>17/91</td>
<td>2/15</td>
<td>1/28</td>
<td>68</td>
<td>0/20</td>
</tr>
</tbody>
</table>

Discussion and conclusion

In recent decades, parenting education has become widely used, especially in developed countries. Different programs have been designed and implemented in this regard. The purposes of the most of these
Parental education can help parents to identify and develop appropriate parenting skills and reduce family tensions and conflicts (Ramsey & Bland, 1999)

Parents’ awareness about the correct ways to deal with children would reduce the inappropriate interactions between them and avoids them to prejudge their children (Nitzel & Dopkins Stright, 2004) and ultimately this can be lead to have a more logical behavior in their requests (Pekarsky, 2013; Wilson & Durbin, 2013). Hence it can be inferred that teaching problem-solving skills to parents can affect family relationships from different dimensions and improve interactions among family members, especially between parents and children.

In the present study, the first hypothesis was to evaluate the effectiveness of the problem-solving workshop on parents’ educational styles. Findings of this study have shown that problem-solving skills can significantly change parents’ educational styles in desirable ways. That means this method has increased the use of problem-solving educational styles and significantly decreased the use of an aggressive method such as punishment in dealing with the children. Since these changes have improved parent-child interaction and have led mothers to think more about their educational methods; can increase the experience of desirable outcomes by children and achieve the desired psychological and social consequences.

These findings are consistent with the findings of Hinman & Reynolds (1992), Moler (2004), Landry, Smith, & Swank (2006) on the effectiveness of family education in the field of parenting.

In addition, confirming these findings can point out the results of Shure & Spivack (1978) research which suggests that educating problem-solving training to parents is effective in improving the parents’ educational styles and reducing the use of punishing methods, so predicting that this method would improve the relationship between parents and children is not unexpected.

Findings of a similar study that examines the effectiveness of the Raising Thinking Child workshops show that parent’s education workshops have reduced child rejection and improved mother-child relationships (Shokoohi-Yekta, Sharifi & Motamed-Yeganeh, under print). These findings are consistent with the findings of the present study in improving parent’s educational styles.

Probably it is predictable that teaching problem-solving methods to parents while improving parenting styles it significantly decreased the use of threats and punishment by parents and increased self-efficacy, behavioral control, problem-solving, interpersonal relationships and family functions (Matthew, William & Morawska, 2007; Shokoohi-Yekta, Akbari Zardkhaneh, Parand & Pouran, 2012). These findings are aligned with the findings of the present study on the effectiveness of parent training in the improvement of mothers’ educational styles. The findings of this research also indicate that parent training has effective impacts on mother’s interaction with their children, improve their educational methods and provide a platform to promote children’s problem-solving behaviors.

The second hypothesis was evaluating the effectiveness of the workshop on decreasing parental aggression towards their children and findings of the present study indicate that “the Raising a Thinking Child” workshops hadn’t any significant effect on parents’ aggressive behavior towards children.

In explaining the inconsistency of the findings of this research with the other research findings (Sofronoff, Attwood, Hinson & Levin, 2007; Snyder & Esquivel, 2005), it can be stated that although the statistical findings don’t show a significant effect on mothers’ aggressive behaviors after the intervention, however the mother’s report during the sessions have shown improvement in their relationships with children and reduce their aggression towards children.

It also seems that due to the significant differences in the problem-based educational method with traditional child-rearing practices in Iran, the adaptation of family members to the new model of parenting requires several experiences and more time. The lack of significant statistical differences in this issue is probably due to this issue that mothers did not have enough time in this study during the course and afterward.

Limiting the samples of current research to mothers and didn’t consider the role of fathers as an effective factor on the mother-child relationship can affect the generalizability of this research findings. As another limitation of this research can be pointed out to the implementation of a workshop for
available samples (mothers of students from some private schools), which threatens the external validity and generalizability of the findings.

Furthermore, the presence of control group in such studies can increase the ability of research and internal validity, so the generalizability of the results can be more reliable. In addition due to the inaccessibility of samples in the follow-up phase of this study, there was no possibility to examine the effectiveness of the intervention, so evaluating the effectiveness of the workshop at the follow-up stage should consider in the future research.

References


