



FAMILY LINKS

The Centre for Emotional Health



LEARNING PARTNERSHIP REPORT
LUTON 2019

LUTON LEARNING PARTNERSHIP ANNUAL REPORT
PARENTING PUZZLE WORKSHOP
SEPTEMBER 2018 - JULY 2019

This report outlines the findings from evaluation data returned from eleven Family Links Parenting Puzzle Workshops held across Luton between September 2018 and July 2019. Impact was assessed using a pre/post design measuring changes in parental self-efficacy before and after the group.

Self-efficacy, derived from Bandura's social learning theory, is belief in one's ability, and is considered to be an important determinant of behaviour change (Bandura, 1977). Improved parental self-efficacy is one of the expected outcomes of the programme and is based around the idea that parents act as the mediators of change for improving both child and family outcomes.

The results showed a **large and statistically significant increase in parent's TOPSE scores** after attending the group, indicating that parents were reporting significantly higher levels of parenting confidence.

OVERVIEW OF GROUPS

Eleven Parenting Puzzle Workshops were held across five different locations in Luton between September 2018 and July 2019. Table 1 shows the dates of the groups and the number of completed datasets returned for each measure.

Table 1: Group dates and datasets returned

Group	Dates of Group	TOPSE	EOPF ¹
G1	Sep 2018 - Oct 2018	0	6
G2	Sep 2018 - Oct 2018	6	6
G3	Nov 2018 - Nov 2018	4	5
G4	Nov 2018 - Dec 2018	6	6
G5	Jan 2019 - Feb 2019	7	7
G6	Feb 2019 - Feb 2019	5	5
G7	Mar 2019 - Mar 2019	0	3
G8	May 2019 - May 2019	6	6
G9	May 2019 - May 2019	9	9
G10	Jun 2019 - Jul 2019	8	8
G11	Jun 2019 - Jul 2019	8	8
TOTAL		59	69

¹ End of Programme Feedback

METHOD

Evaluation Design

The evaluation adopted a pre/post design, with parents completing questionnaires at the start of the group and at the end of the final session, to measure changes in parental self-efficacy between the start and end of the programme.

Measures

Parental self-efficacy was assessed using the Tool to Measure Parent Self-efficacy (TOPSE; Kendall & Bloomfield, 2005). This is a validated questionnaire specifically developed to analyse the effectiveness of parenting programmes on improving parenting confidence. TOPSE consists of 48 statements across eight areas of parenting:

- Emotion and affection
- Play and enjoyment
- Empathy and understanding
- Control
- Discipline and boundary setting
- Coping with pressures of parenting
- Self-acceptance
- Learning and knowledge

Each area contains six statements and parents indicate how much they agree with each statement by selecting a response on an 11-point Likert scale, from 0 (completely disagree) to 10 (completely agree). The maximum score for each of these subscales is 60, and the maximum total score (calculated by adding together the 8 area scores) is 480. Higher scores indicate greater parenting confidence and an increase in TOPSE score between pre and post group measures indicates the parent's self-efficacy has improved.

One group used the TOPSE LD in error. This measure has five fewer statements, adjusted wording and uses a 6-point Likert scale, from 0 (completely disagree) to 5 (completely agree). The scores from this group were converted into their 11-point Likert equivalent and used in the analysis only where the TOPSE LD and the original TOPSE contains corresponding statements. Consequently, this group's scores contributed towards the subscale results but not the overall TOPSE averages (as there were too many 'no responses' in some of the subscales to calculate a mean total score).

In addition to the TOPSE, parents also completed an **End of Programme Feedback** questionnaire which consisted of six statements relating to the aims of the Parenting Puzzle Workshop. Parents indicated how much they agreed with each statement by selecting a response on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree).

Data Analysis

A Shapiro-Wilk test was conducted to test whether the data were normally distributed (Table 2). As the TOPSE data were normally distributed a parametric test (dependent samples t-test) was used to analyse the change in means between pre and post measures.

Table 2: Results of Shapiro-Wilk test and corresponding statistical analysis

Measure	Complete datasets	Shapiro-Wilk test		Statistical test
		P value ²	Normal distribution?	
TOPSE	59	$p=.61$	Yes	Dependent samples t-test

Effect size (Cohen's d) was also calculated and reported as this quantifies the magnitude of changes between the pre and post measures. Values of Cohen's d are to be interpreted as follows: $d=.20$ small, $d=.50$ medium, $d=.80$ large.

An independent samples t-test was used to test differences between the pre measure scores of parents who did and did not complete the programme.

For all analyses, a 95% confidence interval was used to determine statistical significance.

² All figures are rounded to 2 decimal places.

RESULTS

- There was a large and statistically significant increase in TOPSE scores after the group ($t=-7.09$, $p<.01$, $d=-0.92$), indicating that parents were **reporting significantly higher levels of parenting confidence**.
- **81%** of parents who completed the programme showed an improvement in their parenting confidence.

Table 3: TOPSE pre and post scores

Mean Pre Score	Mean Post Score	Mean Score Change	% of parents showing a score increase
342.8	381.8	39.0	81%

Parents' confidence showed an average increase across all of the TOPSE subscales (Table 4 and Figure 1). The largest increases were in the *control* and *discipline* subscales, which both showed an increase of 19%.

Table 4: TOPSE subscale pre and post scores

Subscale	Mean Pre Score	Mean Post Score	Mean Score Change	% Increase
Emotion and Affection	49.8	52.0	2.1	4%
Play and Enjoyment	47.5	50.6	3.2	7%
Empathy and Understanding	45.1	50.7	5.4	12%
Control	35.6	42.5	6.8	19%
Discipline	38.4	46.0	7.3	19%
Pressures	35.4	40.1	4.7	13%
Self-Acceptance	46.5	50.6	4.0	9%
Learning and Knowledge	47.8	52.1	4.3	9%

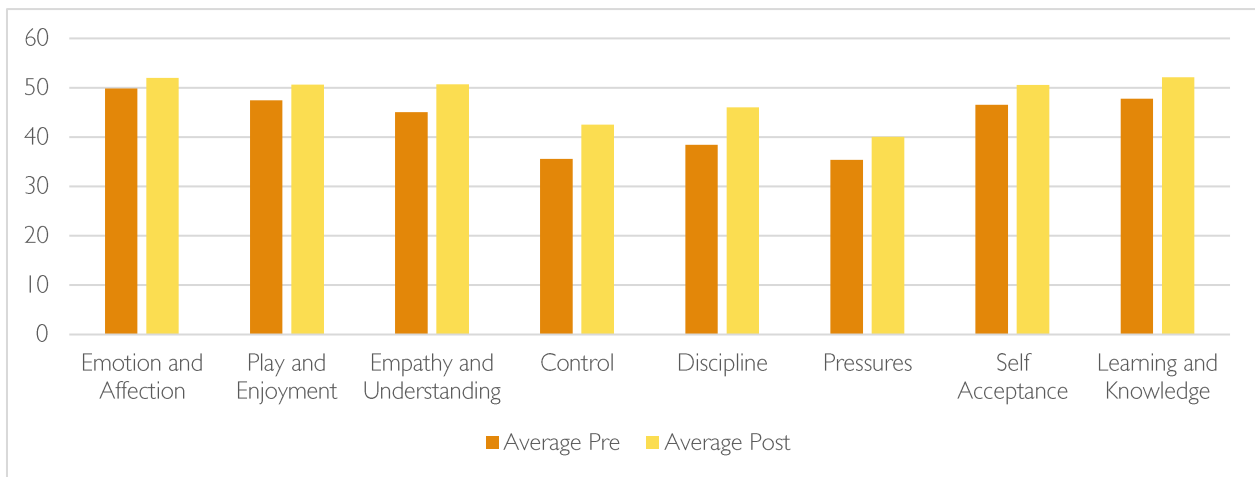


Figure 1: TOPSE subscale pre and post scores

Pre TOPSE scores were collected from 14 parents who did not complete the programme. Comparisons of pre TOPSE scores for parents who did and did not complete the programme (Table 5) show that there was no significant difference between the groups. This suggests that the parents who completed the programme are likely to be representative of all parents who started groups.

Table 5: Pre group TOPSE scores for parents completing and not completing the programme

Measure	Course completed			Not completed			Independent Samples t-test Result
	Datasets	Mean	SD	Datasets	Mean	SD	
TOPSE	59	342.8	59.1	13	348.2	60.0	$t_{70}=-0.30$ $p>.05$

End of Programme Feedback

Parents rated each of the six statements according to how much they agreed with each statement, selecting a response on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The proportion of parents who agreed with each statement (rating as either a 4 or 5 out of 5) are shown in Figure 2 below.

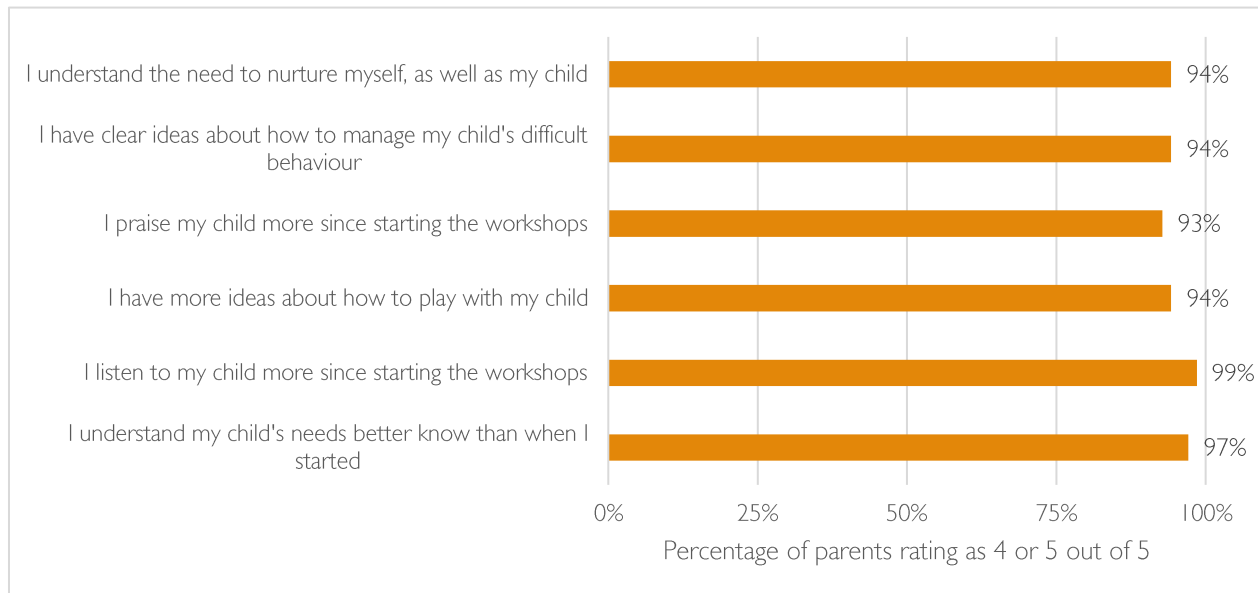


Figure 2: End of Programme Feedback

Below are some quotes from parents taken from the End of Programme Feedback questionnaires:

- *"There is something for everyone to learn as the content is so broad, and can be applied to all family situations."*
- *"Great safe atmosphere to be able to share and learn from others and share own experiences without judgement."*
- *"I am going to listen more and use an appropriate tone of voice. I will take notice of how I praise my child."*
- *"Lovely atmosphere, I loved it - I would like to do the 10 week programme."*
- *"Each parent should do this course so that they can get a better understanding of their child's behaviour."*
- *"It's been a great experience and the group has always been respectful. I would recommend - parenting is not easy, little help can make biggest difference."*
- *"I have reflected on a lot today from my childhood and how my children feel, it has opened my eyes to a lot - thank you."*
- *"It reinforces areas that you know about and highlights different ways of parenting."*
- *"200 million per cent recommend."*
- *"The group was lovely. It was small which made it easier for us to talk freely and give examples of situations that occur in our lives. It is so nice talking to other parents about their experiences and learning new ideas and techniques at the same time."*

SUMMARY AND CONCLUSIONS

Results of the statistical analysis carried out shows there was a statistically significant improvement in parental self-efficacy after the group. Feedback from parents at the end of the programme suggest that they found the strategies taught during the programme helpful and qualitative feedback suggests parents thoroughly enjoyed the course, with parents regularly praising the facilitators across the different courses. Parents particularly enjoyed meeting others with similar issues and a large number highly recommended that all parents attend a Parenting Puzzle Workshop.