

A Comparative Study of the Effect of Group-based Parenting Support on Parental Stress and Outcomes for Children in the UK and Japan

Project team

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Aim

- To examine the relationship between increased parental self-efficacy after attending a parenting programme and parental stress and child behaviour
- To compare the cultural and contextual issues surrounding parental support in the UK and Japan



Theoretical framework of the study

Parenting Support Program '123 Magic'



Parenting Self-Efficacy↑

Parental Stress ↓

Child Behavior & Emotional Outcomes
(*^ ^*)
(- -)

Parenting support program used in the study: '123 Magic'

'123 Magic' was originally developed by
Dr. Thomas Phelan, an American psychologist,

The '123 Magic' programme was adapted
to work in groups organized by
Petrie J, Families in Focus in Hertfordshire, UK.
Translated for use in Japan





Methodology

Measures

Following ethics approval and consent, data collected from 123Magic programmes at 2 time points in both countries:

- Parental self-efficacy (TOPSE, Kendall & Bloomfield)
- Parental stress (PSI, Abidin)
- Child Strength and Difficulties (SDQ, Goodman)



Participants

UK

Baseline $n=63$, age range 23-57

Follow up 3 months $n= 38$

Japan

Baseline $n= 49$, age range 28-42

Follow up 3 months $n= 49$

Methodology

Focus groups

Focus groups and interviews took place at the parenting programme venue one to two weeks following the end of the course.

UK n=20, age range 23-48

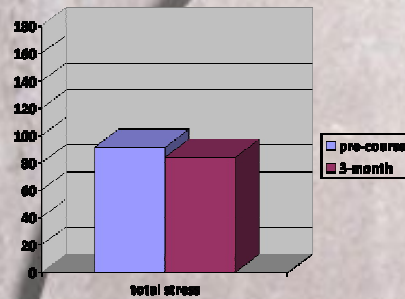
Japan n=18, age range 28-42



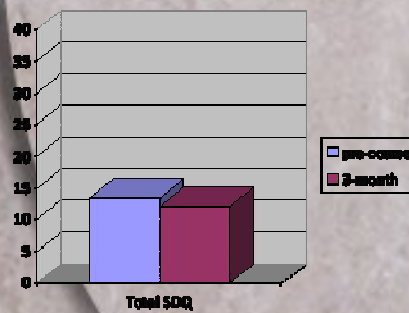
Three month follow-up scores for TOPSE, PSI and SDQ, UK

	N	range	minimum	maximum	Mean	SD	Difference pre-course to 3-month follow-up
TOPSE 1: Emotion & Affection	37	24	36	60	52.43	6.64	0.002**
TOPSE 2: Play & Enjoyment	37	25	35	60	48.86	7.33	0.001***
TOPSE 3: Empathy & Understanding	37	27	32	59	48.27	6.97	0***
TOPSE 4: Control	37	41	14	55	38.24	10.76	0***
TOPSE 5: Discipline & Setting Boundary	37	38	22	60	43.16	9.16	0***
TOPSE 6: Pressure	37	42	18	60	43.16	11.18	0.023*
TOPSE 7: Self-Acceptance	37	35	25	60	48.41	8.39	0.002**
TOPSE 8: Learning & Knowledge	37	28	32	60	50.81	6.95	0.1 ns
Total TOPSE (sum of TOPSE 1-8)	37	189	266	455	373.35	54.55	0***
PSI: Parental Distress	38	37	14	51	28.29	8.44	0.024 *
PSI: Parent-Child Dysfunctional Interaction	38	29	13	42	24.53	8.44	0.05*
PSI: Difficult Child	38	36	15	51	31.39	10.12	0***
Total PSI Stress (sum of PD, P-CDI, & DC)	38	91	44	135	84.21	24.35	0.002**
SDQ: Emotional Symptoms	38	6	0	6	2.39	2.19	0.18
SDQ: Conduct Problems	38	7	0	7	3.08	1.95	0.004**
SDQ: Hyperactivity	38	10	0	10	4.95	3	0.462 ns
SDQ: Peer Problems	38	5	0	5	1.68	1.54	0.629 ns
SDQ: Prosocial	38	9	1	10	7.16	2.24	0.192 ns
Total Difficulties Score (sum of scale scores except prosocial)	38	22	3	25	12.11	6.53	0.063 ns

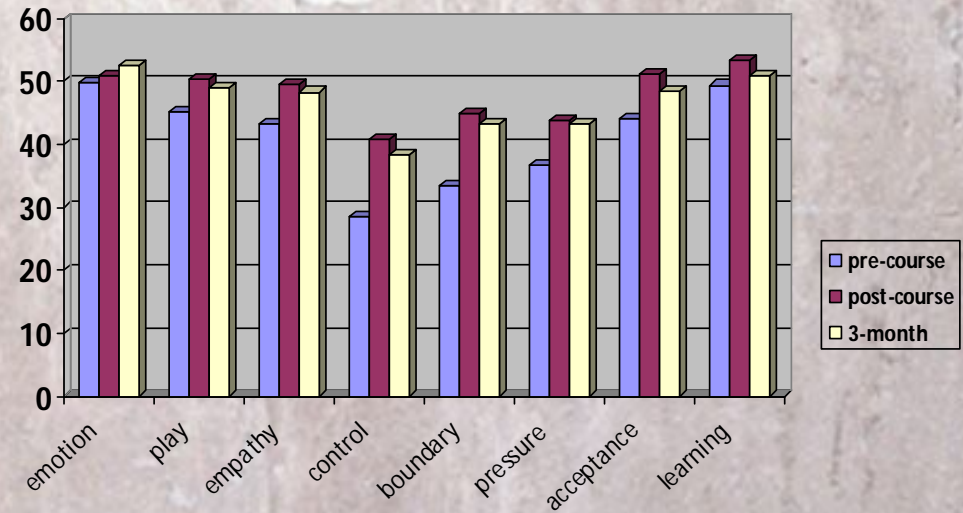
Pre- and Follow-up differences in Total Scales for TOPSE, PSI and SDQ



Parenting stress
P=.002



Child strengths and
difficulties, P=.063

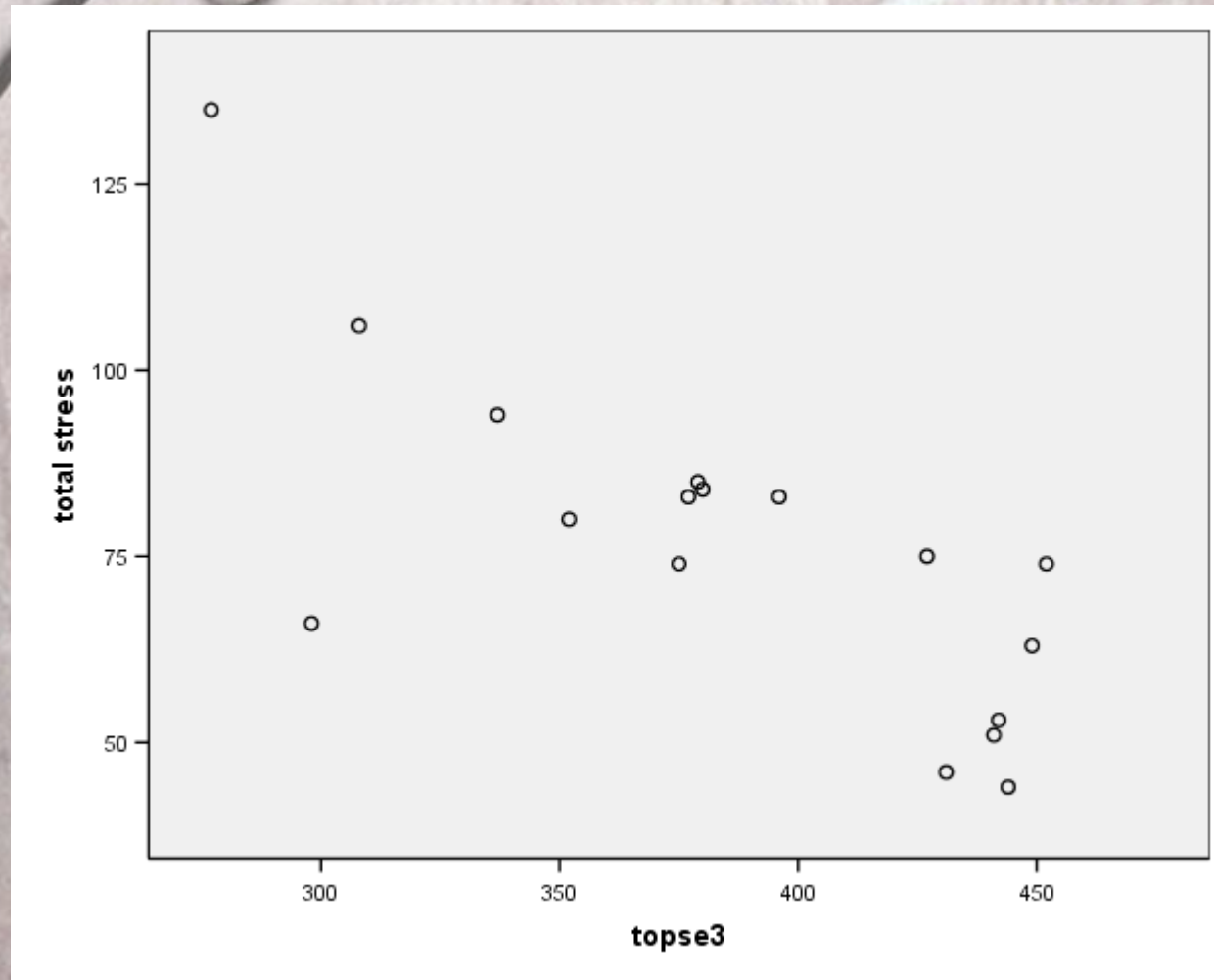


TOPSE total, p=0
 Emotion and Affection, p=.002
 Play, p=.001
 Empathy and enjoyment, p=0
 Control, p=0
 Discipline and boundary setting, p=0
 Pressure, p=.023
 Self-acceptance, p=.002
 Learning, p=.1

Table 5. Mean scores for the PSI and SDQ at pre-program and 3-month follow-up

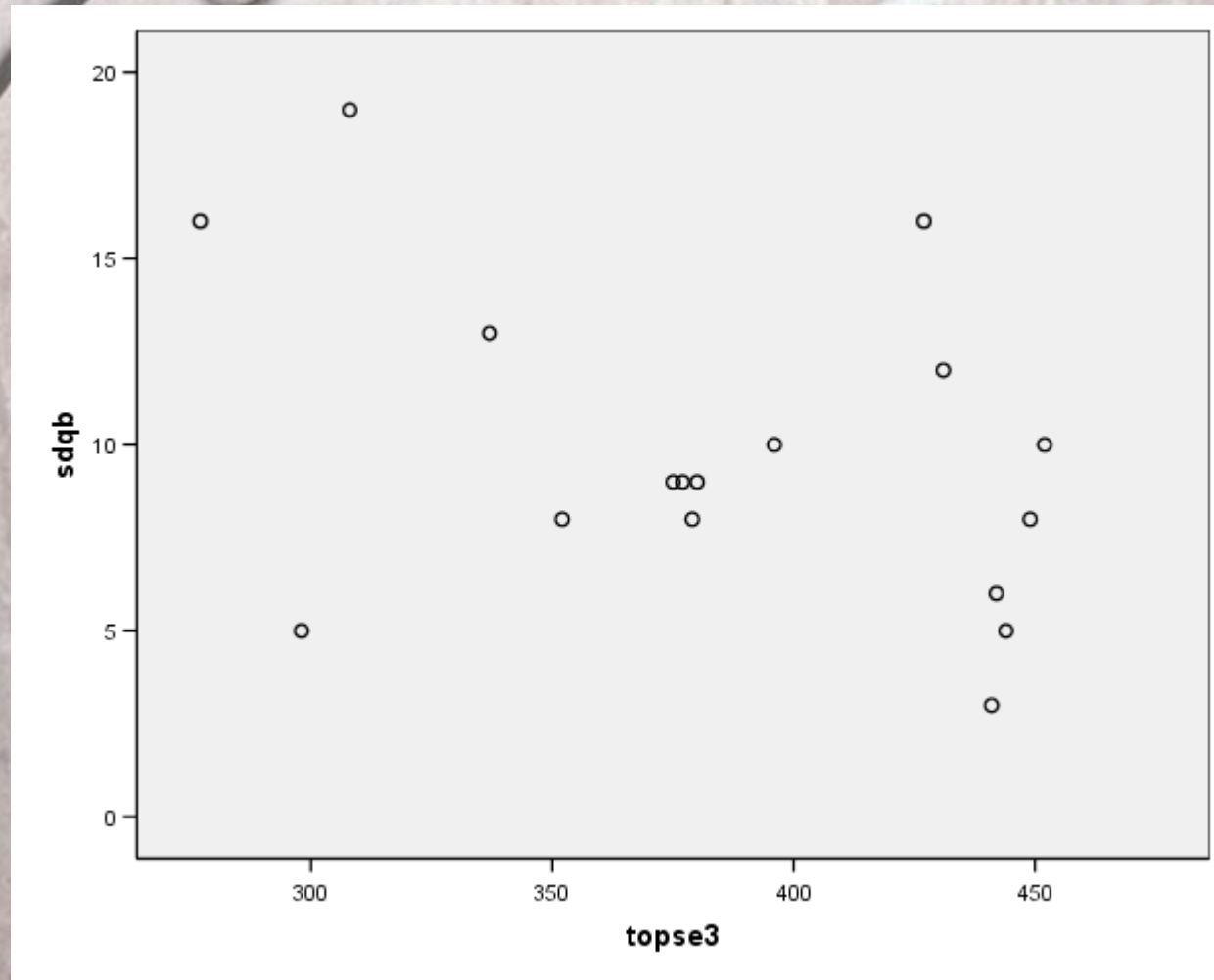
		pre- program		3- month h follow- up			
	N	Mean	SD	Mean	SD	p value	
PSI: Parental Distress	49	30.16	6.81	29.63	6.40	0.385	ns
PSI: Parent- Child Dysfunctional Interaction	49	22.41	5.36	21.33	4.58	0.077	ns
PSI: Difficult Child	49	31.73	7.84	28.96	6.74	0.000	***
Total PSI Stress (sum of PD, P- CDI, & DC)	49	84.31	16.67	79.92	14.43	0.003	**
SDQ: Emotional Symptoms	49	2.24	1.73	1.88	1.52	0.167	ns
SDQ: Conduct Problems	49	3.22	1.78	2.80	1.67	0.037	*
SDQ: Hyperactivity	49	4.04	2.21	3.31	2.00	0.003	**
SDQ: Peer Problems	49	2.39	1.68	2.00	1.85	0.123	ns
SDQ: Prosocial	49	5.82	1.76	6.02	1.71	0.375	ns
Total Difficulties Score (sum of scale scores except prosocial)	49	11.90	4.52	9.98	4.54	0.002	**
paired t- test							
***: p<.001, **: p<.01, *: p<.05, ns: not significant							

Three month follow-up correlations TOPSE and PSI (UK)



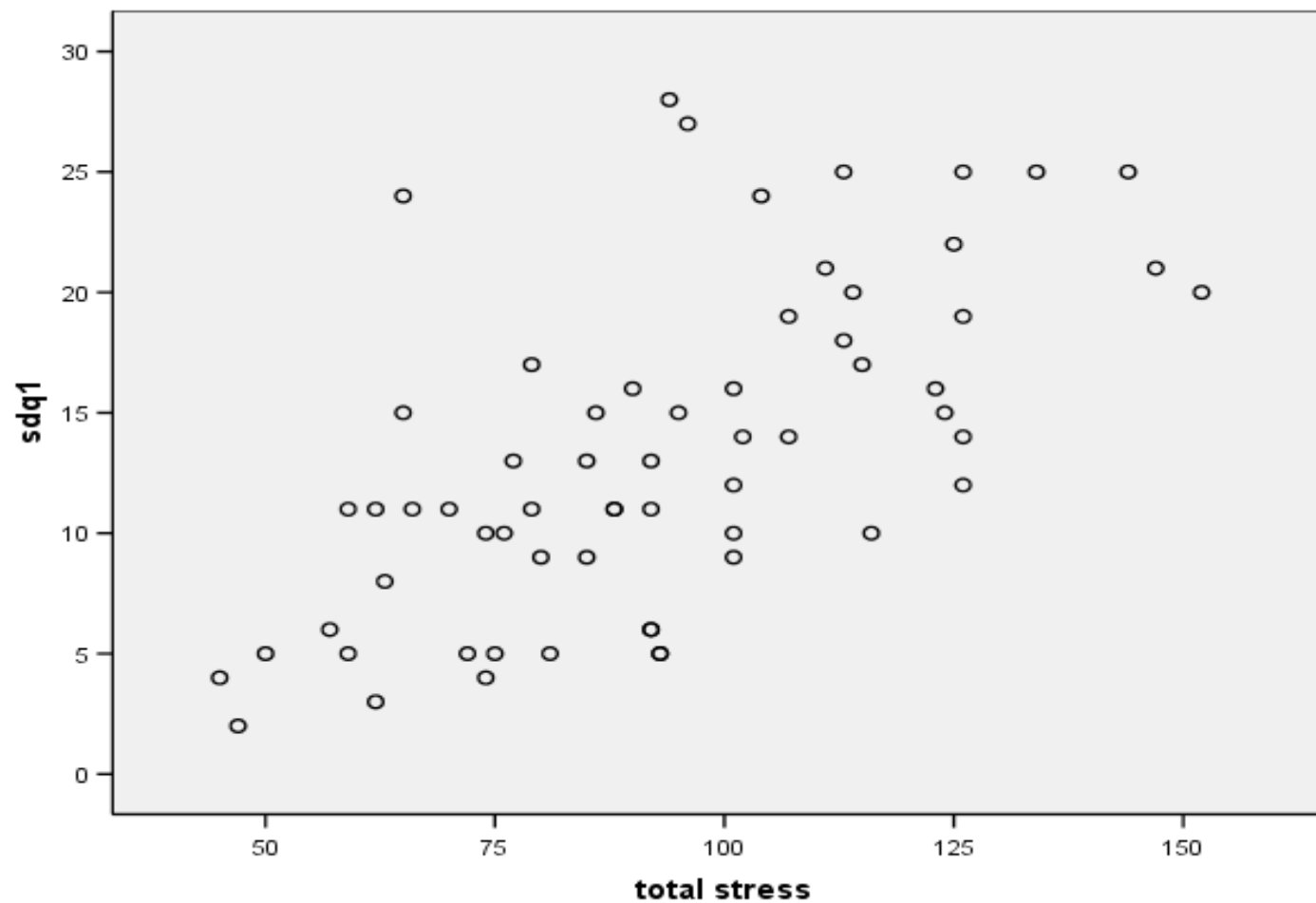
Pearson Correlation $-.768^{**}$, $p < .001$, $n = 17$

Three month follow-up correlations TOPSE and SDQ



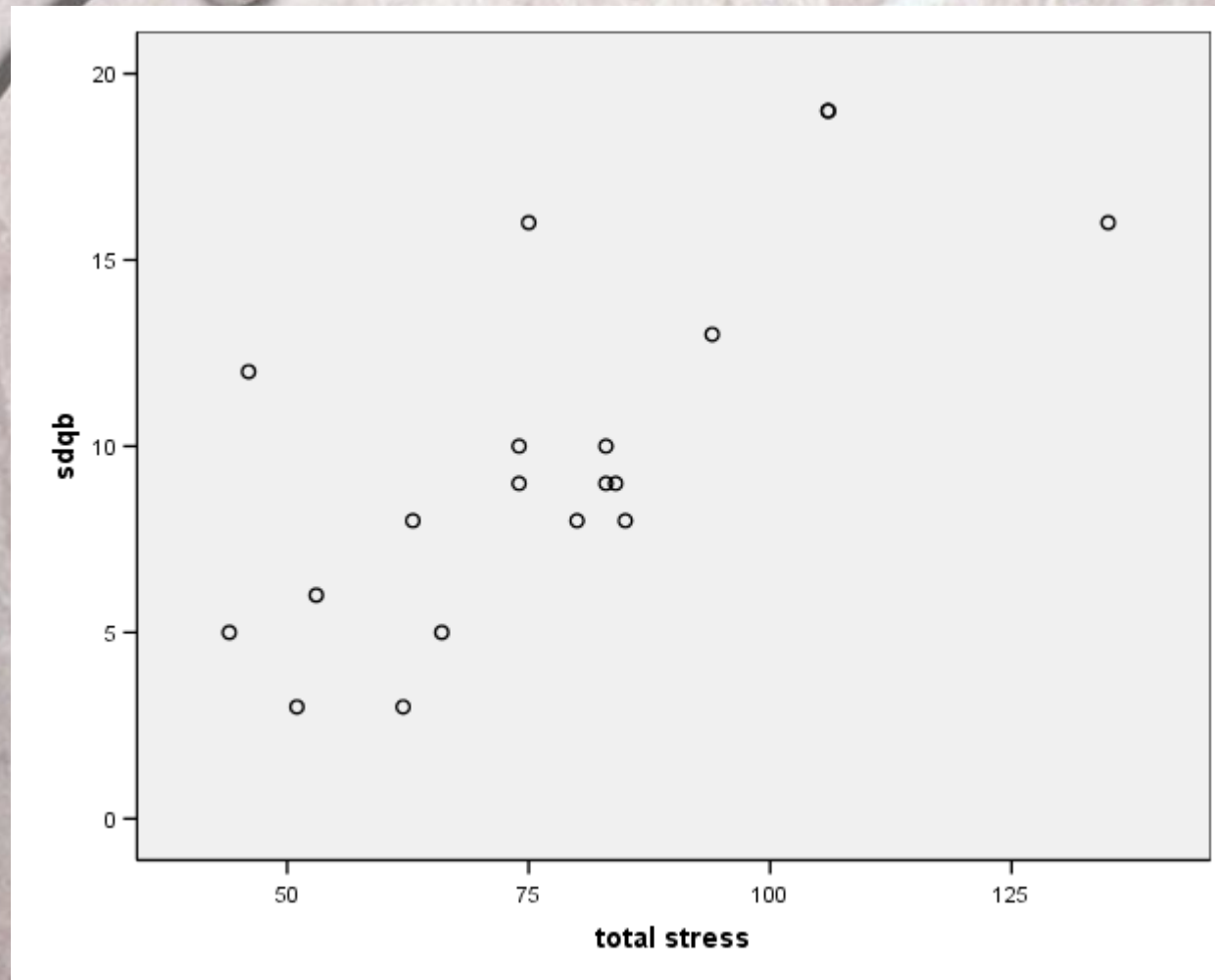
Pearson Correlation $-.423^{**}$, $p < .001$, $n = 17$

Pre-programme correlations SDQ and PSI



Pearson Correlation $-.637^{**}$, $p < .001$

Three month follow-up correlations SDQ and PSI



Pearson Correlation .723**, $p < .001$, $n = 19$

Qualitative Findings

A good day...

Just a normal, nice, calming, normal day. Yes, nothing exceptional needs to happen, just to get from morning through to bath time without no... stress.

Yes, my husband will phone up at the end of the day "everything alright", yes fine.

That's all you want. Nothing really major that you want out of a day, just to get to the end without having lost your rag.....

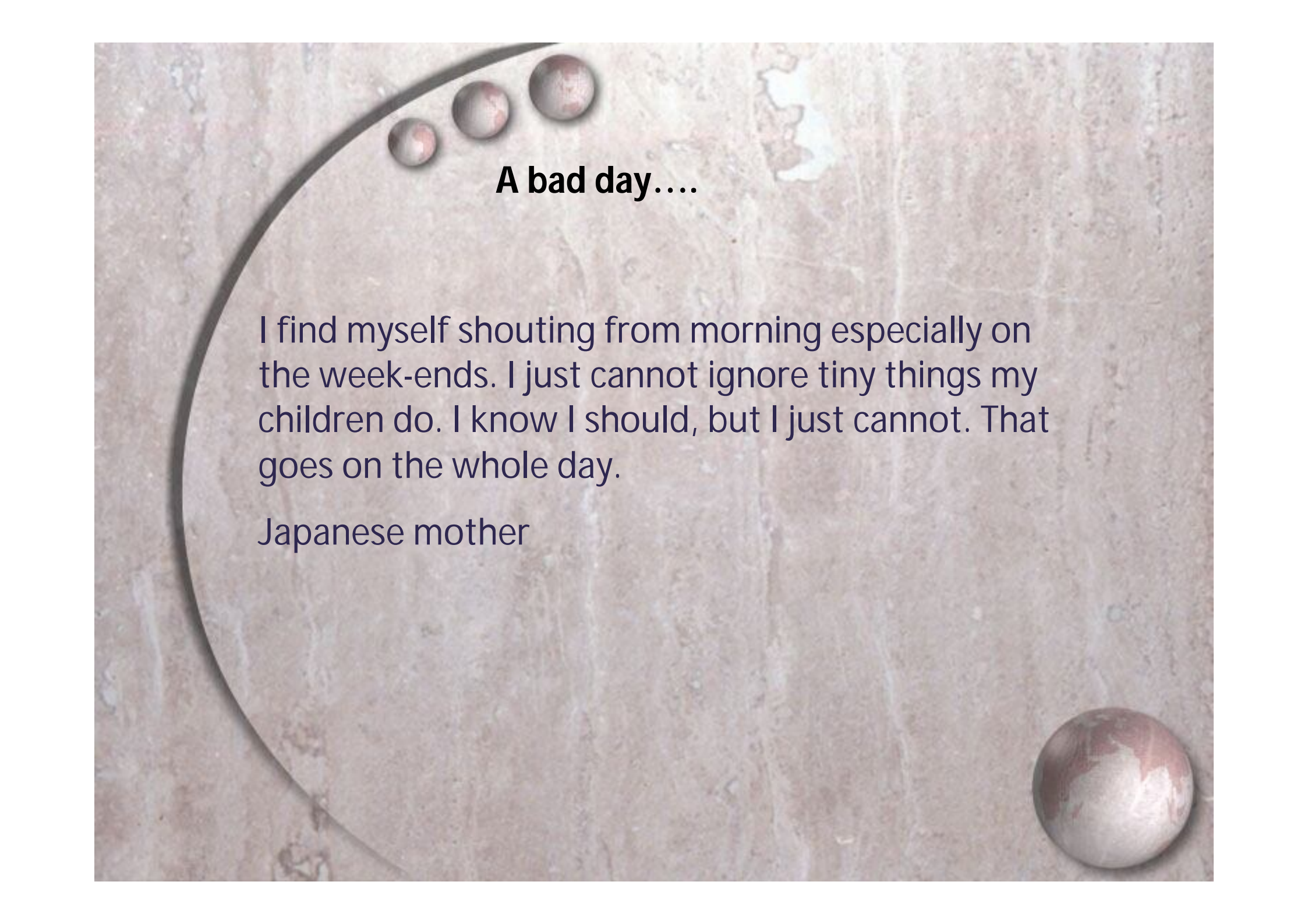
UK Parents



A good day...

A good day for me would be like there is a feeling of calmness. My children are smiling, and so am I. When I could spend a day with peace of mind, I feel like 'oh well, today is a calm day'. More precisely, having a pleasant time to play together with My child, hearing 'yes mummy' when I ask something of my Child, communicating good with each other would be a calm day for me.

Japanese mother



A bad day....

I find myself shouting from morning especially on the week-ends. I just cannot ignore tiny things my children do. I know I should, but I just cannot. That goes on the whole day.

Japanese mother

Qualitative Findings

A typical bad day

A bad day is say, like it happened a couple of weeks ago, where E will just not do what she's been asked, be it getting ready for school or eating her dinner or it could be anything which triggers her off. But then we get into like a vicious circle, that E and my wife kind of get into a vicious circle of just rowing with each other and it gets me wound up and then I kind of try and back my wife up. But E then goes even higher and it turns into absolute carnage and then R, because everyone else is kind of raising their voices and screaming, she then starts off as well. So it then just turns into bedlam in the house with everyone just screaming at each other... and then it's very hard to rescue it after that.

UK father



Qualitative Findings

Reasons for coming onto a parenting programme

I just wanted to know how to handle the children

I came because I was conscious that I was shouting a lot. I felt that unless I shouted my son wouldn't listen...obviously I knew that's wrong, that's not the way to handle things, but it just didn't seem to work any other way, so I was getting to the end of each day and feeling a failure.

...it's so bad that anything had to help, I was starting at a very low point so really anything that would help slightly...

We felt that we had some difficulties with discipline with our daughter and how to handle those sorts of things as she grows up, to like nip them in the bud, so that's why I'm here really

UK parents



Reasons for attending the programme:

I have three children...I thought that I was having the hardest time for parenting. I was shouting and angry to my children. It was to try and learn ways of listening to the child in a calm manner, or doing something good for my child.

Japanese mother

Impact of the programme

I feel I have been calmer, less likely to just lose it and shout, and that definitely has had an effect on A, a more positive effect...

And the other good thing about the experience for me was just to hear other people talking, and not to feel such a failure, to realise that actually it's quite normal to have issues, doesn't mean it's your fault, it's just the way you handle it.

...just to hear other people talking was very powerful actually, you know, to go away and think 'I'm not alone, I'm not this awful person that I think I am sometimes' and I get quite a lot of strength from that really.

UK parents



Impact of the programme

I guess it was not the child who changed,
it was me who had changed

The number of my shouting has declined, yes
Definitely declined. I rather say to my child 'you
cannot do this, my dear' in a calm manner

Just knowing other mothers were having the
same issues with their children helped me. I
realised I am not alone.

Japanese mothers

Conclusions

- UK and Japanese parents share similar experiences of parenting although they come from very different cultures
- The 123 Magic programme can be implemented In different cultural settings
- Parenting self-efficacy can be improved by Introducing a community based parenting support programme in a culture where this is not typically Offered
- Data from both settings has shown that parenting self-efficacy Is strongly correlated with parenting stress but weakly with child strengths and difficulties.

www.topse.org.uk

