

## PARENT GYM: Information on CANparent participants Years 1 and 2

### (A) Characteristics of registered parents

Management Information (MI) data indicated that of the 1819 registered parents, 262 attended courses offered by Parent Gym (PG). All 262 participants attended courses in Camden. Table 1 below describes the demographic profile of PG participants in relation to the full CANparent MI registered group.

Table 1. Profile of participants in CANParent groups offered by Parent Gym

	Full MI sample	Parent Gym
Number of parents registered	1819	262
Parents' median age	26-35 years	26-35 years
Participating fathers	8.9%	4.6%
Non-white ethnicity	28.6%	54.4%
No educational qualifications	15.8%	19.6%
Educational quals level 4 or above	44.0%	31.4%
Living with partner/spouse	73.3%	59.6%
Sole carer of the child/ren	20.8%	Not known
Median number of children ≤16 yrs	2	2
In 20% most deprived areas	20%	0.4%
No of sessions attended	5 (2-20)	5
Non completers	8.5%	10.1%

With the exception of parent gender and area deprivation, the rest of the information in Table 1 for PG is not reliable due to the extreme levels of missing data. The majority of PG parents did not have complete MI records, which suggests that the demographic data above is not a reliable picture of the demographic profile of PG

participants. To appreciate the extent of missing data, Table 2 summarises levels of missing data per variable.

Table 2. Levels of missing MI data among PG parents compared to the full MI group

	<b>Full MI sample</b>	<b>Parent Gym</b>
Number of parents registered	1819	262
	<b>% missing</b>	<b>% missing</b>
Parents' median age	15%	78.6%
Participating fathers	0%	0%
Non-white ethnicity	15%	78%
No educational qualifications	19%	80.5%
Educational quals level 4 or above	19%	80.5%
Living with partner/spouse	38.8%	80%
Sole carer of the child/ren	43.2%	88%
Median number of children ≤16 yrs	21%	77%
In 20% most deprived areas	0.5%	0%
Non completers	22%	32%

Please note that PG missingness is included within the MI levels of missing data. For example, the 15% of missing data on parent ethnicity in the full MI sample corresponded to 274 parents, of whom 205 were PG parents.

### **(B) Outcomes of PG parenting classes**

At the start of PG classes, 174 parents provided data on parental well-being and parenting. Of those, 101 provided again information at the end of their course, representing 58% of all PG participants. This level of retention is similar to the 58% rate in the full evaluation sample.

In terms of change over time, Table 3 shows the effect sizes on pre-post change among the 101 PG parents. Effect sizes are conventionally described as small,

medium or large as follows: 0.2 - 0.5 =Small; 0.5 - 0.8 = Medium; 0.8 or above = Large. Confidence intervals (95%) indicate the significance of an effect size (non-significant if they cross zero).

Outcomes measures were Parenting Daily Hassles (PDH) which is a measure of parenting stress; Being a Parent (BAP) a measure that assesses satisfaction with parenting, parental self-efficacy and interest in parenting. The BAP total score taps on a general sense of parenting competence. Mental well-being was assessed using the Warwick-Edinburgh Mental Well-Being Scale.

The direction of change is indicated by the sign of the effect size. Negative (-) change in PDH scores indicates reduction in parenting stress, positive change in BAP scores indicates an increase in parenting satisfaction and competence. Similarly, positive effect sizes for mental well-being indicate an improvement in mental well-being.

Therefore, Table 3 indicates no significant change in parenting stress (PDH both scales), a moderate significant increase in parenting satisfaction and overall BAP scores. A small, almost significant, increase in parenting interest, and a large significant increase in parents' self-efficacy. Finally, a significant moderate improvement was also seen in mental well-being.

Table 3. Change in parental well-being for participants of PG classes

Parenting measure	Mean change	SD	N	Effect size	Low CI	High CI
PDH Frequency	-2.09	9.85	90	-0.17	-0.34	0.00
PDH Intensity	-2.76	11.69	75	-0.20	-0.40	-0.01
BAP Satisfaction	3.04	5.32	100	0.47	0.30	0.64
BAP Self-efficacy	4.04	4.3	97	0.81	0.61	1.01
BAP Interest	0.57	2.2	99	0.23	0.05	0.40
BAP total score	7.35	7.97	97	0.75	0.57	0.93
Mental well-being	4.03	7.32	98	0.50	0.31	0.69

To put these results into context, Figure 1 below shows the PG effect sizes next to the effect sizes obtained for the full CANparent sample.

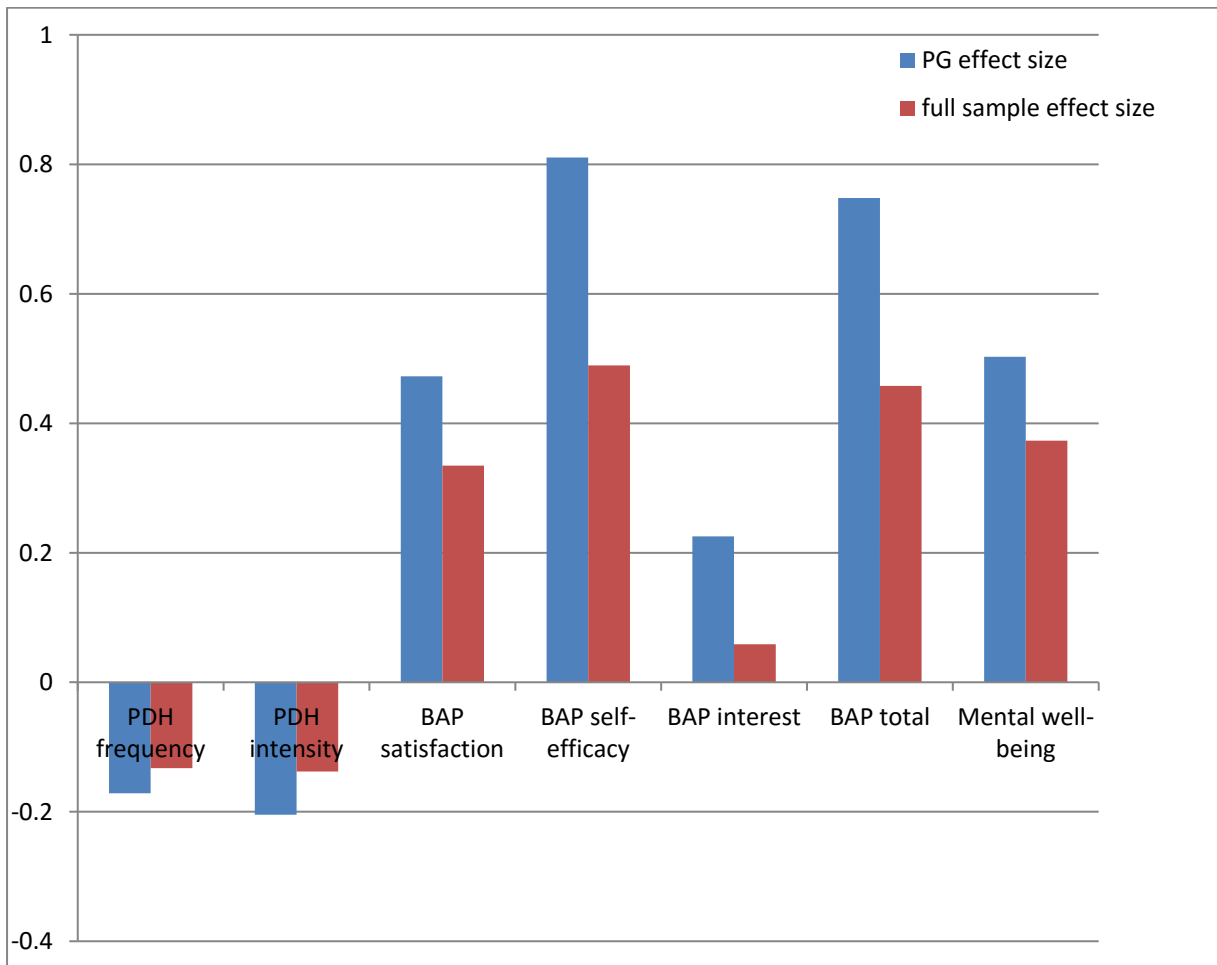


Figure 1. Change between pre and post on outcome measures for PG parents compared to all CANparent participants.

As noted, effect sizes from PG classes tend to be slightly larger than the ones obtained from the full sample, though they are non-significant for parenting stress, and marginally significant for parenting interest. However, the higher effect sizes observed in PG for BAP self-efficacy and BAP total scores are significantly higher than those in the full sample. This indicates that the PG group made significantly higher gains in overall parenting competence and self-efficacy compared to all CANparent participants in Years 1-2.

**(C) Satisfaction with classes**

Satisfaction with PG classes was high. Overall, 89% of participants agreed or strongly agreed that the class met their expectations, 90% were satisfied with it, and 88% would recommend it to other parents. Table 4 below presents the break down of participants' satisfaction ratings.

Table 4. Participant ratings (%) of satisfaction with classes

	Strongly	Neither agree			Strongly Agree
	Disagree	Disagree	nor disagree	Agree	
C1 -I feel more confident as a parent/carer	8.8%	0.0%	5.5%	52.7%	33.0%
C2 -My relationship with my child/children has improved	6.7%	0.0%	20.2%	50.6%	22.5%
C3 -I have learnt new parenting skills	8.8%	0.0%	0.0%	44.0%	47.3%
C4 -I think I am a better parent	6.7%	0.0%	12.2%	57.8%	23.3%
C5 -The class met my expectations	5.5%	2.2%	3.3%	51.6%	37.4%
C6 -Overall I was satisfied with my CANparent class	8.9%	0.0%	1.1%	37.8%	52.2%
C7 -I would recommend CANparent classes to other parents	8.8%	1.1%	2.2%	24.2%	63.7%
C8 -I would like to attend further CANparent classes in the future	8.8%	1.1%	4.4%	35.2%	50.5%

### (D) Conclusions

Findings indicate there was not much change in parenting stress, but parenting competence showed moderate to large improvements, while mental well-being also showed moderate improvements. The level of change for parenting variables and mental well-being is impressive, given the non-targeted nature of the intervention. Parenting self-efficacy was the outcome with the largest change after the PG classes.

Future evaluations should consider the implications of incomplete datasets. Registration data indicated very large levels of missing data. Providers and evaluators would need to explore reasons for missing data, and identify ways to encourage the return of more complete records. The high levels of missing information restrict the ability to integrate the two sources of information (and, thus, the opportunity to ask interesting questions such as ‘For whom were the classes more beneficial?’), but also compromise the quality of a database.

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