

Triple P in India:

A feasibility study with
corporate employees



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About the study



- Indian families currently lack access to evidence-based parenting programs despite high rates of developmental, mental health and family wellbeing concerns
- One of the first pilot studies to examine the feasibility of a brief parenting intervention in the Indian setting
- Aims to evaluate the effectiveness and feasibility of Triple P seminar '**Raising Confident, Competent Children**' for Indian corporate employees
- Conducted across corporate organisations in Bangalore city

Raising Confident, Competent Children

- Targeted at parents of 2-12 year old children
- Simple and practical parenting strategies
- Ideal for parents generally coping well, with some concerns about their child's behaviour or development

The seminar covers how parents can lay the following building blocks for raising confident and competent children:

- Showing respect to others
- Being considerate
- Having good communication and social skills
- Having healthy self-esteem
- Becoming a good problem-solver
- Becoming independent



Quasi - experimental Methodology

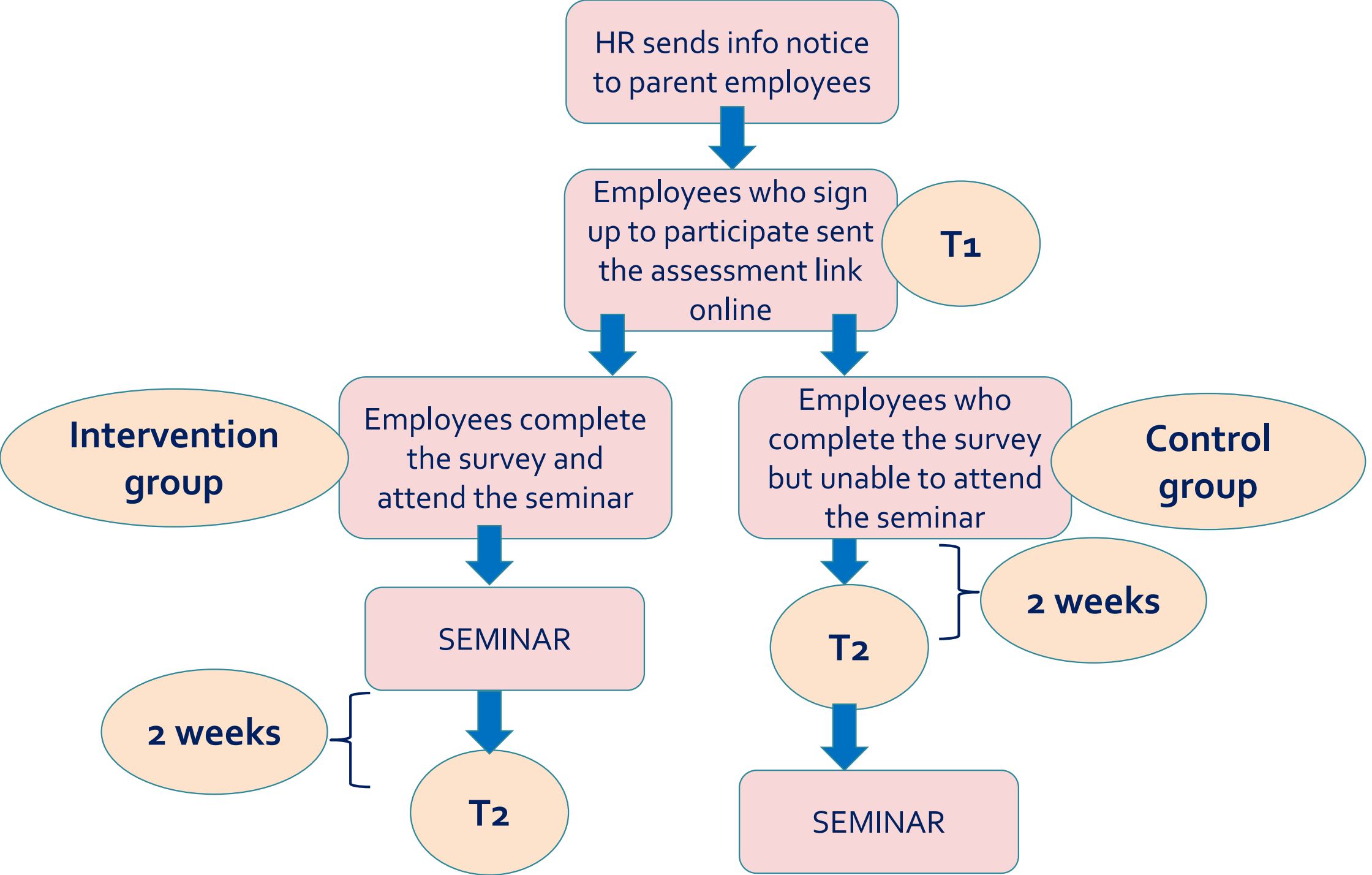
In each organisation, a notice was sent through HR informing parent employees of the seminar. Those who signed up to participate were sent the pre-assessment survey through an online link

Those who completed the survey (T₁) were invited to participate in the seminar

The employees who completed the survey and attended the seminar constituted the **intervention group** and those who completed the survey but could not attend constituted the **waitlist controls**

Two weeks after the seminar, participants received the post-assessment survey (T₂) online. The waitlist control participants received the seminar after T₂

To encourage a **high response rate**, participants who completed the T₂ measures were given a coupon for an optional 20-min personalised telephone consultation



Assessment Measures

Measure	Authors	Description
Socio-demographic data sheet	Researchers	Socio-demographic info about parents (e.g., age, gender, religion, work-family balance, etc.)
Strengths and Difficulties Questionnaire (SDQ)	Goodman (1997)	Parents' perceptions of prosocial and difficult behaviour in children
Parenting Scale (PS)	Arnold et al. (1993)	Dysfunctional discipline styles in parents
Parenting Tasks Checklist (PTC)	Sanders & Woolley (2001)	How confident parents are at dealing successfully with their child when the child is displaying a variety of difficult behaviours in various settings
Depression, Anxiety and Stress Scale (DASS-21)	Lovibond & Lovibond (1995)	Symptoms of depression, anxiety and stress in adults
Client Satisfaction Questionnaire (CSQ)	Sanders & Kirby (2012)	Degree of satisfaction with the seminar

Organisation 1
76%

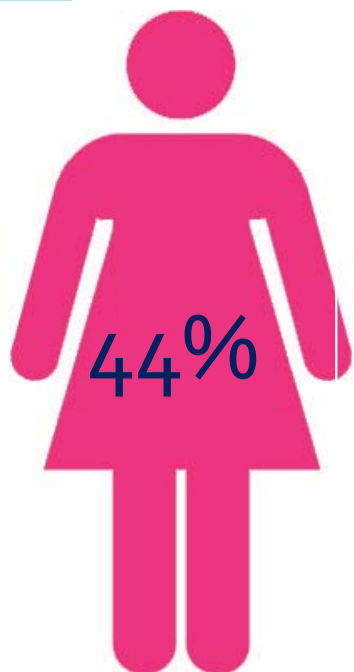
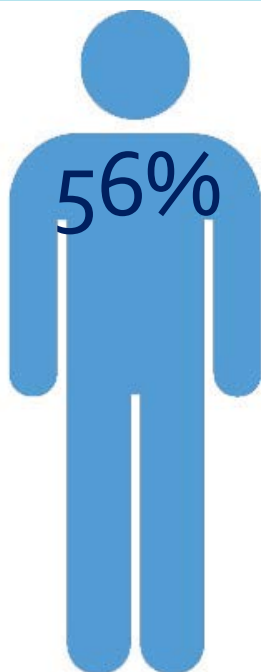


Organisation 2
24%

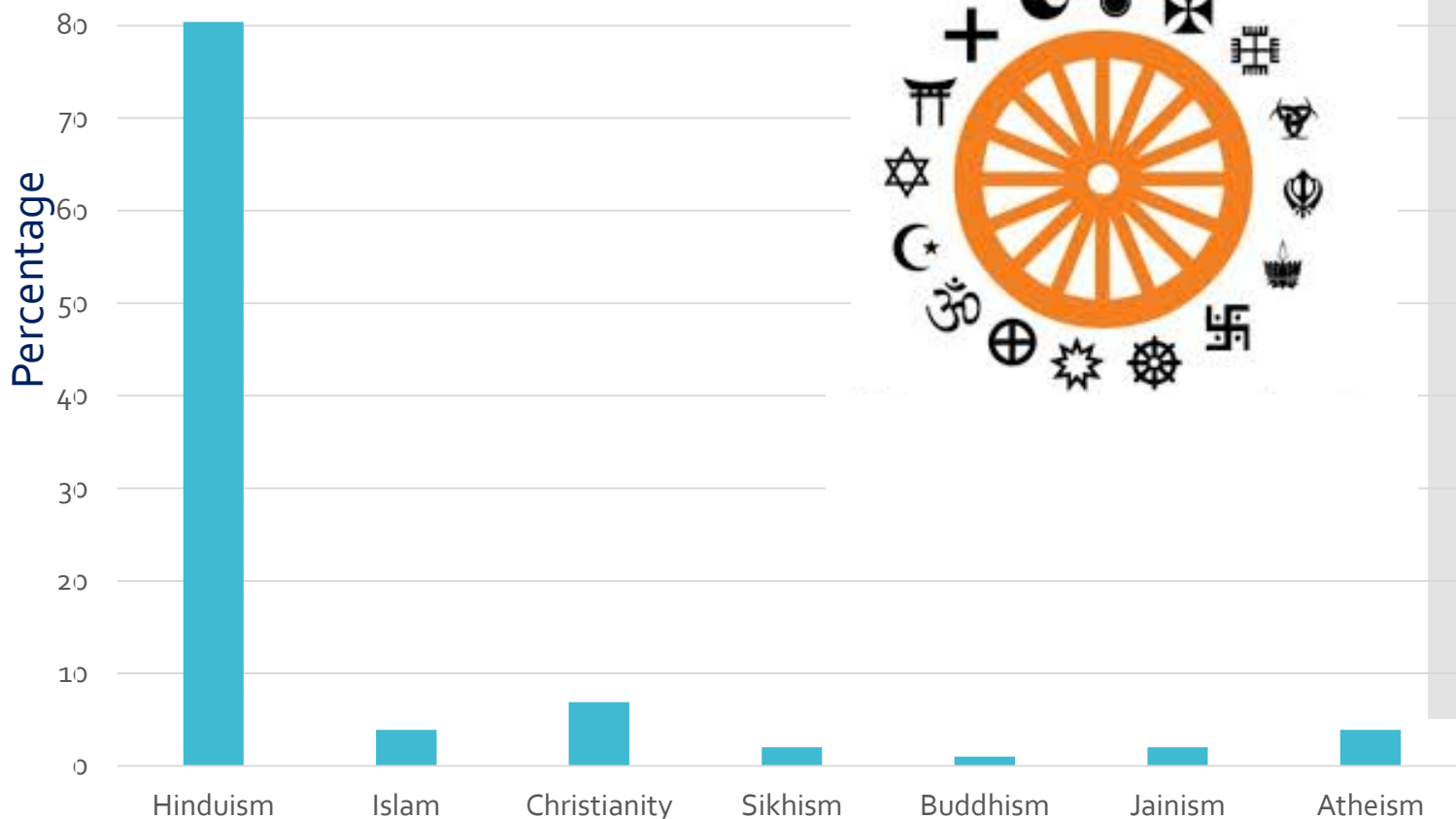
N= 102

Mean age
34.7 years (SD 3.76)

Results



Employees' Religion



Household

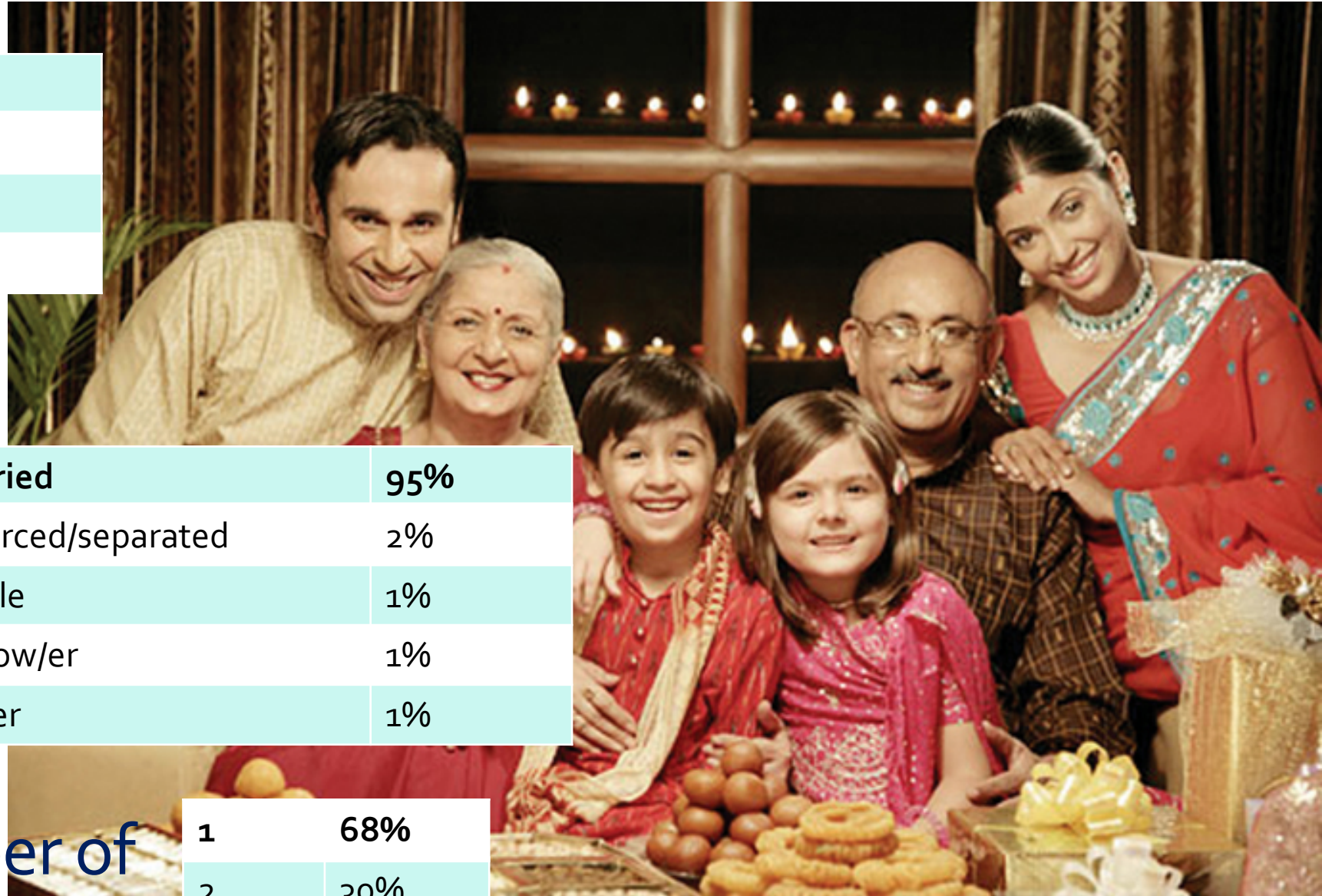
Original family	85%
Step family	1%
Single parent family	6%
Other (e.g., Joint family)	8%

Relationship Status

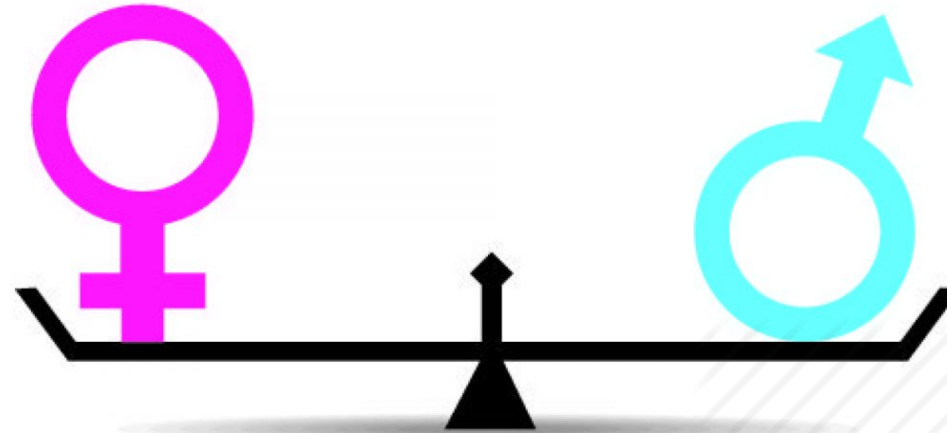
Married	95%
Divorced/separated	2%
Single	1%
Widow/er	1%
Other	1%

Number of children

1	68%
2	30%
3	1%



Mean hours per week
44.9 (S.D. 6.23)



It is difficult to concentrate at work because I am so exhausted by family responsibilities

χ^2 (df)

Number of children

33.59* (15)

* $p < 0.05$



- 1
- 2
- 3
- 4
- 5
- 6

56% My work performance does not suffer due to my family commitments

27% My family misses out because of my work commitments

Very

Work-life balance

Baseline comparison on socio-demographics

Socio-demographic variables		Intervention (n=75)	Control (n=27)	χ^2 /F.E.P/t-test (df)
Age (years)	Mean (SD)	34.35 (3.63)	35.73 (4.0)	-1.61 ^{NS} (95)
Gender	Female Male	35 (47%) 40 (53%)	9 (33%) 17 (63%)	0.35 ^{NS} (1)
Household	Original Step Single parent Other	61 (81%) 0 6 (8%) 7 (9%)	24 (89%) 1 (4%) 0 1 (4%)	5.9 ^{NS} (3)
Relationship status	Married Divorced/separated Single Widow/er Other	71 (95%) 1 (1%) 1 (1%) 1 (1%) 1 (1%)	25 (93%) 1 (3%) 0 0 1 (3%)	4.04 ^{NS} (4)
Hours/week	Mean (SD)	45.28 (6.96)	43.85 (4.54)	0.98 ^{NS} (98)

NS Not significant

Baseline comparison on T₁ measures

	Pre-assessment survey measures	Intervention Mean (SD)	Control Mean (SD)	t (df)	p
	Strengths & Difficulties Questionnaire	14.45 (8.68)	12.46 (6.44)	1.07 ^a (99)	0.339 ^{NS}
	Parenting Scale	3.68 (0.67)	3.88 (0.61)	-1.33 ^a (89)	0.185 ^{NS}
Parenting Tasks Checklist	Behavioural SE	58.32 (21.16)	67.21 (18.29)	-1.68 ^a (70)	0.09 ^{NS}
	Setting SE	64.93 (22.27)	71.56 (19.9)	-1.18 ^a (70)	0.241 ^{NS}
Depression Anxiety & Stress Scale	Depression	5.23 (5.03)	5.74 (4.55)	-0.37 ^a (57)	0.709 ^{NS}
	Anxiety	3.66 (3.79)	5.11 (4.09)	-1.34 ^a (58)	0.185 ^{NS}
	Stress	6.58 (4.90)	6.53 (4.51)	0.04 ^a (57)	0.971 ^{NS}

^{NS} Non-significant

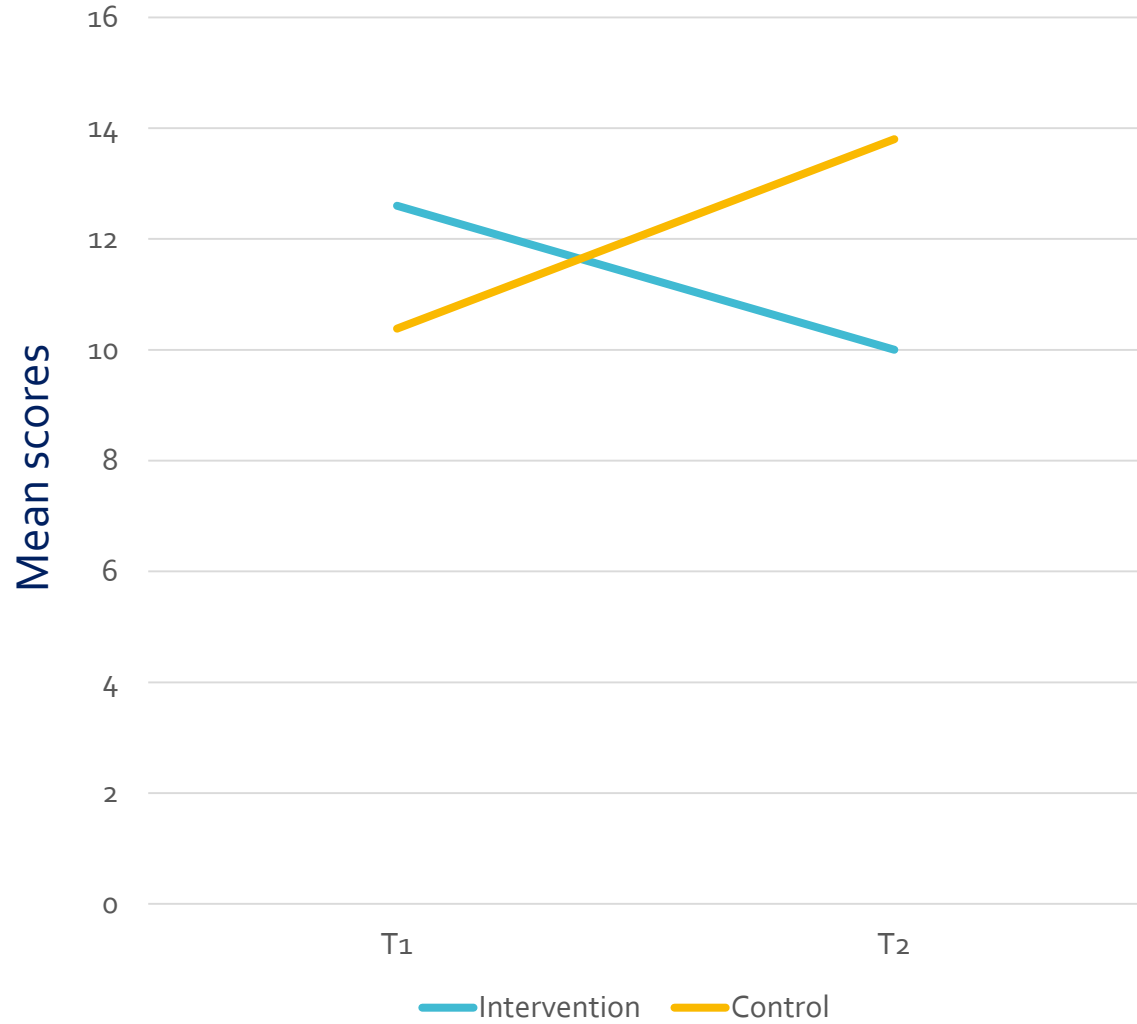
^a Levene's test not significant (equal variances assumed)

Comparison between groups

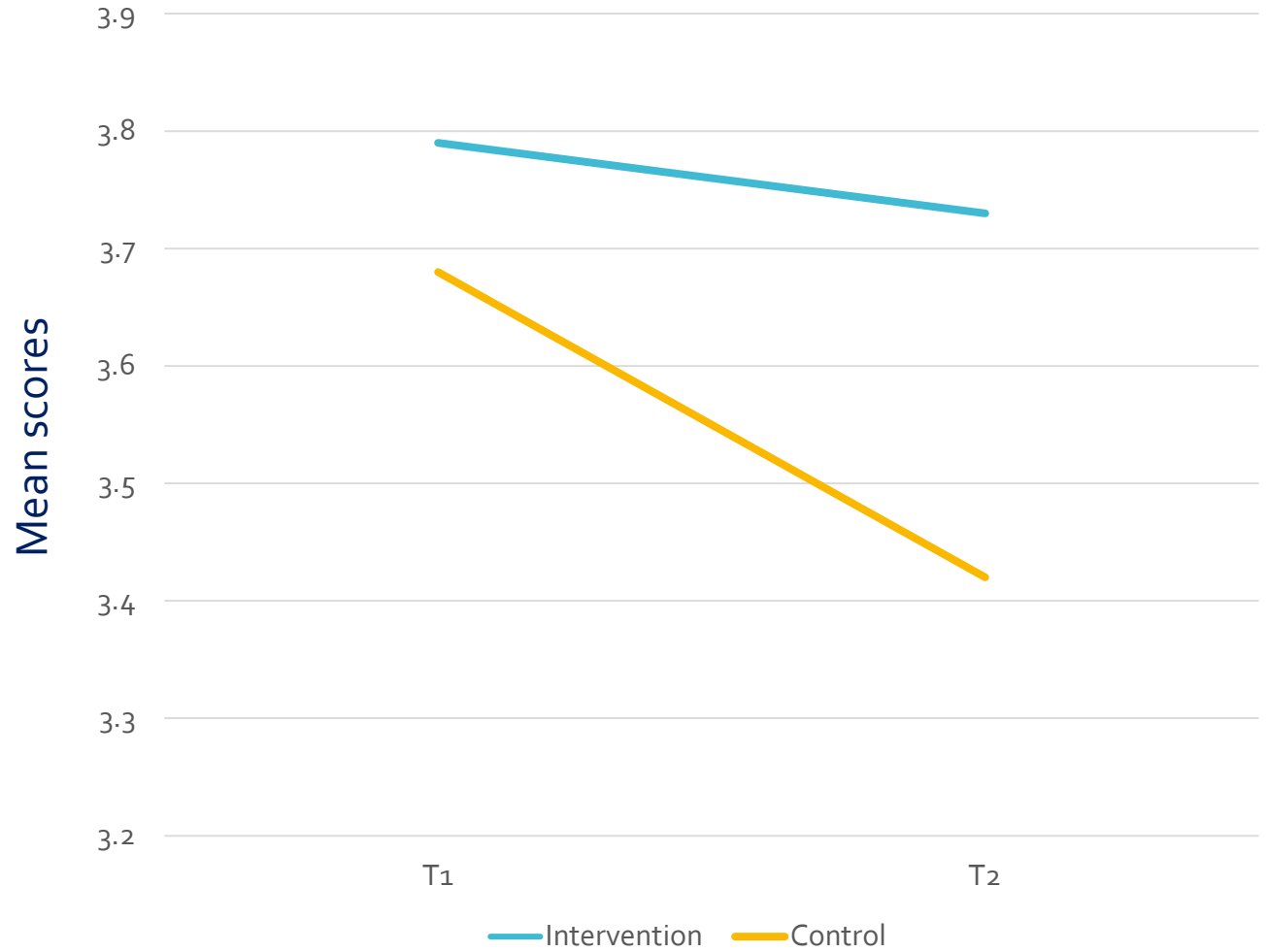
	T1 Mean (SD)		T2 Mean (SD)		F (df)	η^2
	I	C	I	C		
SDQ	12.60 (4.3)	10.38 (5.5)	10.0 (5.01)	13.8 (5.3)	42 (1,21)	0.078 Clinical cut-off 17
PS	3.79 (0.47)	3.68 (0.55)	3.73 (0.49)	3.42 (0.70)	1.28 (1,21)	0.063 Clinical cut-off 3.2
PTC Behavioural SE	60.64 (11.9)	71.85 (15.15)	73.68 (13.3)	51.00 (11.8)	0.877 (1,21)	0.040
PTC Setting SE	67.93 (15.9)	77.96 (13.4)	85.9 (6.44)	54.48 (12.09)	0.435 (1,21)	0.020
DASS	19.10 (11.04)	14.50 (9.91)	10.05 (10.6)	16.4 (9.6)	5.16 (1,21)	0.053 Cut-off score 30

I= Intervention
C= Control

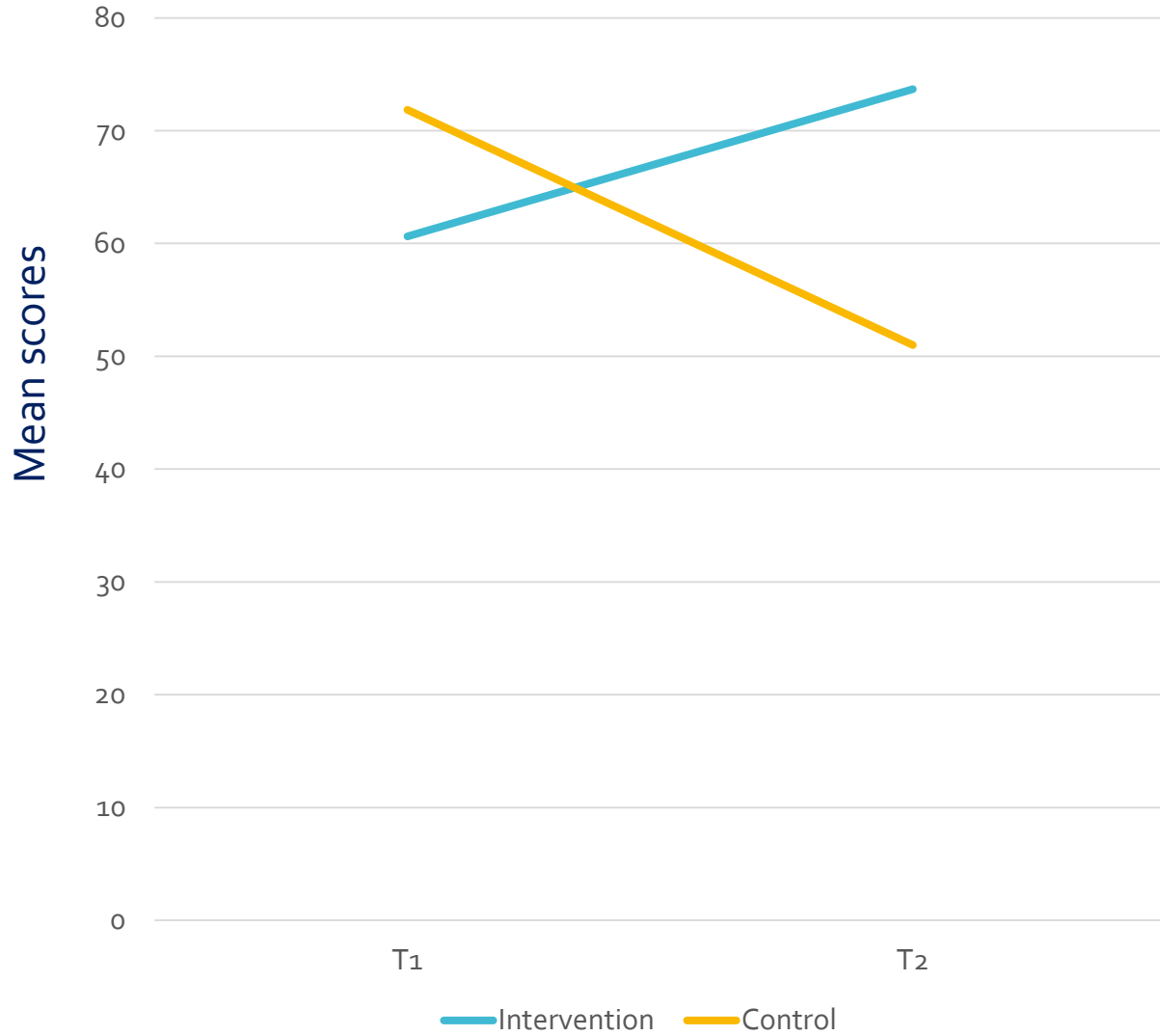
Strengths and Difficulties Questionnaire (SDQ) Total



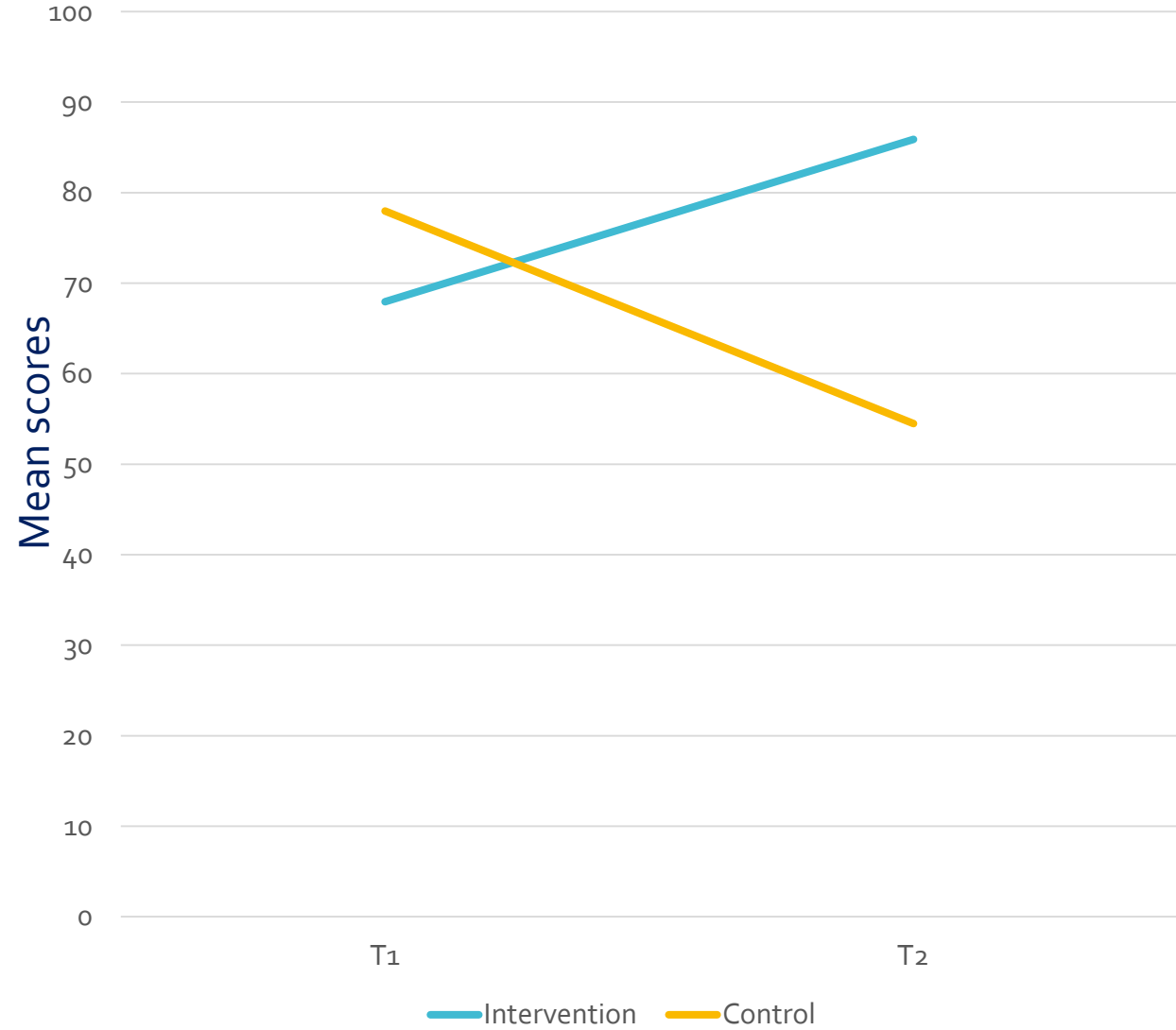
Parenting Scale (PS)



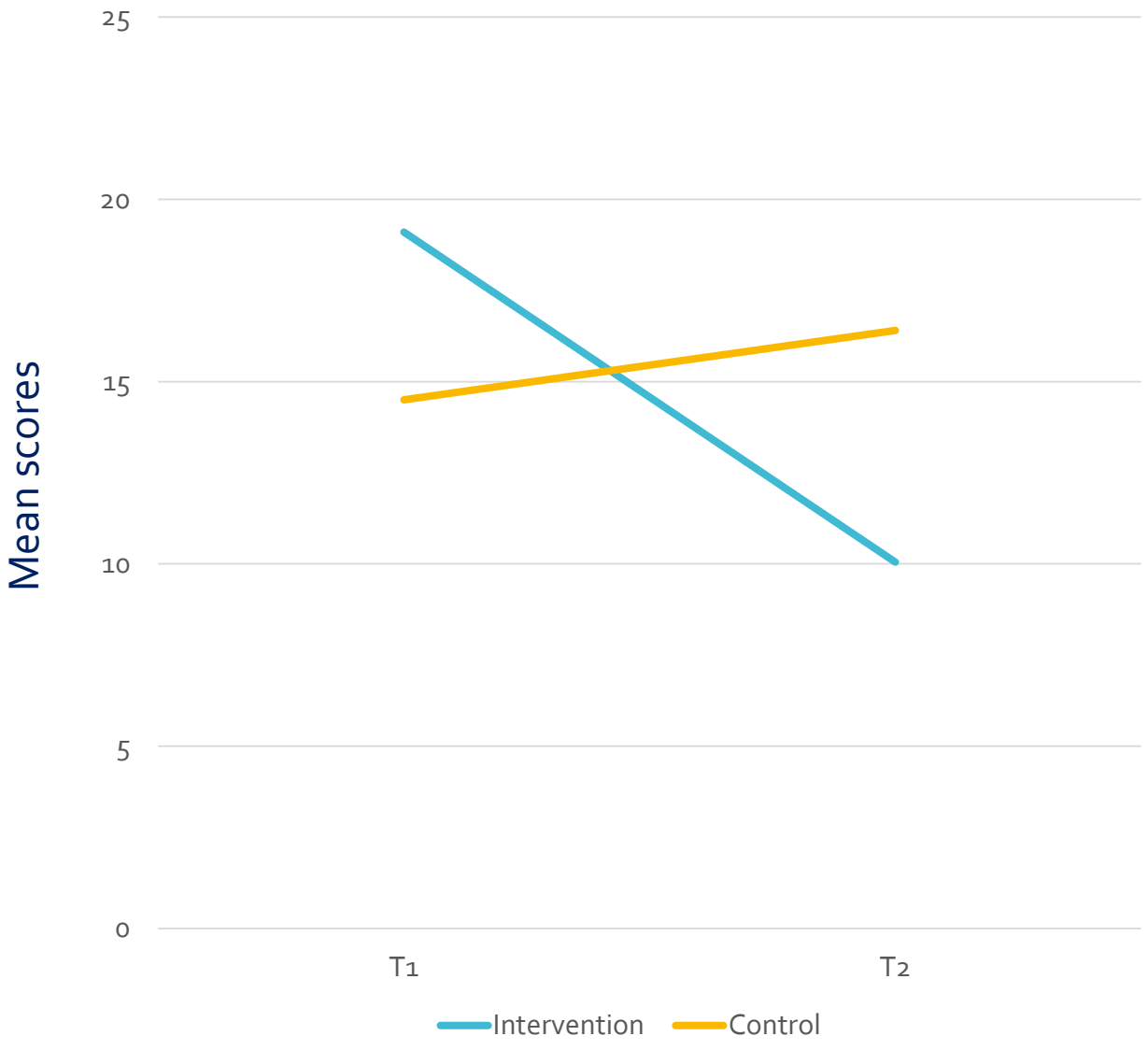
Parenting Tasks Checklist (PTC) Behavioural Self Efficacy



Parenting Tasks Checklist (PTC) Setting Self Efficacy



Depression Anxiety Stress Scale (DASS)



Satisfaction Ratings

- 10 questions, 7-point rating scale, with a possible range of 0-70
- Mean score 61.8 (1.8)
- Ratings did not differ between intervention & control parents
- A majority of the employees (87%) rate the quality of the seminar presentation as a 7 out of 7
- A majority of the employees (81%) report that clear examples were used to illustrate parenting issues
- Most employees (92%) report that they found the tip sheet useful
- Most employees (73%) report that they intend to implement the parenting advice they receive

Verbatim feedback

"Need more sessions, 90 minutes is not sufficient"

"Course time was well placed with Q&A"

"A great session; thoroughly enjoyed"

"Had a good discussion on the examples used for inculcating healthy eating habits for kids"

"Need videos to demonstrate the skills discussed in the seminar"

"One of the key take-aways was that it is mostly the parents that need to introspect on our behaviour, since children hold a mirror to us. Personally, that was extremely insightful for me, and something that I'll be careful about going forward"



Conclusion

- Though not significant, there are trends for intervention effects
- The non-significant effects may be due to small sample, which may be overcome with a larger sample size
- Pre-intervention scores were in the non-clinical range (floor effects), and thus there was not much scope for improvement
- The seminar targets the skills necessary for success at school and in later life, with less emphasis on management of child disruptive behaviours
- Perhaps higher dose/more consolidation of parental info is required

- The audience had more targeted concerns—future research to assess and address these
- The seminar was well-received, perhaps the Indian audience may be better engaged by adding video content

Thank you!

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Comparison between groups

	T1 Mean (SD)				T2 Mean (SD)				F (df)	η^2
	n	I	n	C	n	I	n	C		
SDQ	75	12.60 (4.3)	26	10.38 (5.5)	12	10.0 (5.01)	16	13.8 (5.3)	0.877 (1, 44)	0.040
PS	65	3.79 (0.47)	26	3.68 (0.55)	9	3.73 (0.49)	12	3.42 (0.70)	0.877 (1, 44)	0.040
PTC Behavioural SE	51	60.64 (11.9)	21	71.85 (15.15)	8	73.68 (13.3)	16	51.00 (11.8)	0.877 (1, 21)	0.040
PTC Setting SE	51	67.93 (15.9)	21	77.96 (13.4)	7	85.9 (6.44)	16	54.48 (12.09)	0.435 (1, 21)	0.020
DASS	41	19.10 (11.04)	19	14.50 (9.91)	10	10.05 (10.6)	16	16.4 (9.6)	5.000 (1, 25)	0.287

Clinical cut-off 17

Clinical cut-off 3.2

Cut-off score 30

I= Intervention
C= Control