

Upbringing and parenting. Detection of socio-educational and training needs in parents

Educación y crianza de los hijos. Detección de necesidades socioeducativas y formativas de los progenitores

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Abstract:

Parents often ask themselves what to do and how to deal with the different situations that arise with their children. Parent education programmes (PEP) attempt to provide answers to these questions. Nevertheless, it is pertinent to perform an updated assessment of parents' training and socio-educational needs in relation to the upbringing and parenting of children. To this end, the following objectives were set: a) to determine the degree of compliance with the principles of positive parenting (PPP) in a sample of mothers and fathers; b) to detect clusters of parents according to PPP and socio-demographic characteristics; c) to identify their preferences

regarding training and attendance at these interventions. The sample consisted of 389 parents. Qualitative content and quantitative descriptive and multivariate cluster analyses were performed and Mann-Whitney U, Kruskal-Wallis H, Binomial and Chi-square tests were applied. Results showed lower scores for communication, stress management and involvement, and higher scores for shared activities, recognition and affection. Four clusters of parents were obtained (low, medium, high and very high PPP follow-up). They expressed a preference for the group format of the programme, attendance at weekends, in the afternoon and when the children are in early childhood. Some of the training content

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mentioned was related to emotions, communication, conflict resolution, behaviour management, information and communication technologies, values, norms, sexuality and drugs. Respondents require interventions that take into account the priorities expressed. The findings will allow us to confirm whether the interventions implemented and evaluated in the context explored are a suitable response to the needs detected, and also to justify the design of any new ones, if necessary.

Keywords: parent education, training need, parenting, multivariate analysis, qualitative analysis, programme planning.

Resumen:

Los progenitores se preguntan en multitud de ocasiones qué y cómo proceder ante las diferentes situaciones surgidas con sus hijos. A estas cuestiones intentan dar respuesta los programas de educación parental (PEP). Sin embargo, es pertinente llevar a cabo un diagnóstico actualizado de necesidades formativas y socioeducativas de los progenitores en relación a la crianza y educación de los menores. Para ello, se establecieron los siguientes objetivos: a) determinar el grado de cumplimiento de los principios de la parentalidad positiva (PPP) en una muestra de padres y madres; b) detectar agrupamientos de progenitores en función de los PPP y las características sociodemográficas; c) identificar sus preferencias formativas y de asistencia a dichas

intervenciones. 389 progenitores conformaron la muestra. Se ejecutaron análisis cualitativos de contenidos y cuantitativos descriptivos, así como multivariante de conglomerados; se aplicaron las pruebas U de Mann-Whitney, H de Kruskal-Wallis, Binomial y Chi-cuadrado. Los resultados mostraron menores puntuaciones en comunicación, control del estrés e implicación; mayores en actividades compartidas, reconocimiento y afecto. Se obtuvieron cuatro clústeres de progenitores (bajo, medio, alto y muy alto seguimiento de los PPP). Expusieron predilección por la modalidad grupal de programa, la asistencia los fines de semana, en horario de tarde y cuando los hijos atraviesan la primera infancia. Algunos de los contenidos formativos señalados estaban relacionados con las emociones, la comunicación, la resolución de conflictos, el manejo de comportamientos, las tecnologías de la información y la comunicación, los valores, las normas, la sexualidad y las drogas. Los sujetos encuestados requieren de intervenciones que tengan en cuenta las prioridades expresadas. Los hallazgos permitirán contrastar si las intervenciones implementadas y evaluadas en el contexto explorado contestan con solvencia a las necesidades detectadas, así como justificar el diseño de otras nuevas si fuese necesario.

Descriptores: educación de los padres, necesidad de formación, crianza del niño, análisis multivariante, análisis cualitativo, planificación de programas.

1. Introduction

The family exercises responsibilities regarding the integral development of its members and has undergone transfor-

mations throughout history, going from homogeneous combinations to other more diverse ones (Golombok, 2016). Parents are an important part of these

organisations and key figures in the upbringing of children and, thus, they question how to act in situations arising in interactions with their children (Rubio et al., 2020).

In this sense, recognition is given to the importance of adults taking on educational and socialising tasks with children from the perspective of establishing respectful parent-child relationships, which has been pointed out by the positive parenting approach in different studies (Martínez et al., 2021; Rodrigo, 2015; Vázquez et al., 2016) and international recommendations (Council of Europe, 2006).

In this way, the exercise of parenthood from this perspective involves assimilating and developing key aspects or principles such as the establishment of warm, stable and protective emotional bonds; the provision of a well-structured environment, transmitting and adequately modelling values and norms; the support and stimulation of school and daily learning; the recognition of children and adolescents' achievements, listening to and showing interest in their concerns, experiences and ways of seeing the world; the empowerment of children, favouring their perceptions as competent, active players capable of having a voice and participating; and a non-violent upbringing (Rodrigo et al., 2010).

In this respect, parents need to know strategies to act in an assertive and consistent way in order to educate, mainly when it comes to setting rules and boundaries. They also need to acquire communi-

cation and social skills that allow them to adequately express their emotions, using dialogue and negotiation in situations of conflict and actively listening to their children (Martínez et al., 2007).

Morales et al. (2016) reported that parents tended to use strategies based on positive social interactions, setting rules, in addition to giving social rewards to children for good behaviour. However, they required practices such as parental supervision to be developed and handing over material gains, corporal punishment and the use of inconsistent discipline to be reduced.

The study by Peixoto and Tomás (2017) found that older mothers showed lower levels regarding family participation, communication aspects and stress management. The place of residence was also a determining factor, as parents who lived in urban areas scored higher on affection and recognition.

Thus, research has shown that some parents have difficulties in meeting the demands of their children, which is expressed by means of very few displays of affection, limited shared play time with children and moderate enjoyment by adults of those moments, inability to set rules and boundaries, as well as difficulties in properly stimulating the autonomy of the little ones, ranging from very protective to demanding styles (Limiñana et al., 2018).

Therefore, the issues and concerns raised by parents in relation to the

upbringing and parenting of children attempt to be covered by parent education programs (Rodrigo, 2016), which aim to strengthen parenting skills in terms of positive parenting principles (Suárez et al., 2016).

Nevertheless, socio-educational interventions must start with a needs analysis that allows us to discover, prioritise and select those that are most relevant in order to try to resolve them. The detection of these needs would enable the identification of problems and would justify the selection or adaptation of an existing intervention, as well as the design of a new one if necessary (García, 2012).

However, in order for parents to attend the programmes, the institutions must support and encourage their involvement and participation. Consequently, it seems relevant to know the developmental stage for which they require most help, their interests, concerns and training needs (Chinchilla & Jiménez, 2015), detecting the key priority areas in relation to positive parenting principles (Esteban & Firbank, 2019), as well as others that go beyond them and are new and relevant to address in the interventions.

It is equally relevant to know which programme attendance mode they choose and to consider their preferred day and time of attendance, since their time availability is scarce due to work and family commitments (Márquez et al., 2019).

Thus, the general objective of this research is to perform an analysis of the reality in which parents are immersed in order to understand some of their current socio-educational and training needs in relation to the parenting and upbringing of their children. To achieve this, the following specific objectives are proposed: to determine and describe the degree to which they follow the principles of positive parenting (PPP), to identify and describe the preferences of training-attendance to parent education programmes (PEP) and the educational stage of the children in which they require most support, to detect and describe possible clusters of parents according to the different degrees of follow-up of the PPP and socio-demographic characteristics, and to reveal and describe the training content that they currently consider necessary to address in PEP.

2. Method

2.1. Design

According to Ato et al. (2013), this paper would be considered quantitative empirical research, within the descriptive strategy, following a cross-sectional non-probabilistic selective design, with the aim being to describe respondents' answers without manipulating the study variables.

2.2. Participants

The initial population consisted of all families with children attending Pre-School (Pre-S), Primary School (PS) and Compulsory Secondary Education (SE) in the Autonomous Community of the

Region of Murcia (CARM). The population size consisted of 229,399 families, according to the CARM household census (2021) and, therefore, the sample size was not representative of the population for a confidence level of 99% and a margin of error of 5%.

389 parents of legal age from different municipalities of the nine regions of the CARM participated voluntarily. 83.7% were women, 16.3% men, with an average age of 39.95 years (40.45 for women, 39.95 for men). 1.5% were under 20 years of age, 8.8% between 20 and 30, 45.3% between 31 and 40, 33.5% between 41 and 50, and 10.9% over 50. 87.9% belonged to urban areas, 88.5% were born in Spain and 11.5% in other countries (Ecuador, Bolivia, Honduras, Colombia, Argentina, Romania and Morocco). Regarding the highest level of education, 35.6% had completed undergraduate studies and 25.1% had completed postgraduate studies, 20.8% had completed vocational training, 10.6% the equivalent of A-levels/high-school diploma, 3.6% primary education, 3% secondary education, 0.9% had no education and 0.3% had completed other types of training. The variables age, country of origin and level of education showed statistically significant differences ($p=0.000$). Regarding marital status, 60.1% were married and 16.9% were single. Regarding employment status, 63.1% were employees and 16.3% were self-employed. According to the level of income of the family unit, 59.8% received over 1500 euros per month and 15.1% between 501 and 1000 euros. Regarding living

arrangements, 82.2% lived together with their partner in the same home. The average length of the couple's relationship was 12.42 years. 45% of the parents had two children and 38.7% had one.

2.3. Instrument

The data and information collection instrument (DICI) was created using other previously validated instruments. The design was based on a systematic review, choosing those instruments that could respond to the problem and the research objectives: the Positive Parenting Scale (Suárez et al., 2016) and some open-ended questions from the Emotional and Social Parenting Skills Questionnaire (Martínez et al., 2016). Appropriate and relevant items were selected with the intention of keeping them as short as possible. Questions related to other variables were introduced, written according to the indications by Hernández and Mendoza (2018). Content validity was performed qualitatively using the inter-rater procedure, with the participation of four university lecturers in the area of research methods in education and three professionals with experience in parent education. The preliminary instrument was applied to a sample of 58 parents to test it empirically. Face validity was considered qualitatively by taking into account the responses of four participants with varied socio-demographic characteristics in relation to their experience, completing the instrument and the suggestions for improvement offered. Reliability and construct validity could only be assessed for the second dimension (Suárez et al., 2016),

given that the remaining items were not on a quantitative or qualitative ordinal measurement scale. Cronbach's alpha yielded an index $\alpha=0.95$, considered very reliable (Gil, 2015). No item had to be eliminated, since all the corrected item-total correlations exceeded the value of 0.20 and internal consistency did not significantly increase by deleting items. The conditions for the application of factor analysis were met, such as the value of the significance index of Bartlett's test of sphericity ($p=0.000$) and the Kaiser-Meyer-Olkin sampling adequacy indicator ($KMO=0.954$). Factors were extracted using the principal component analysis and the latent root criterion (eigenvalues >1). The factors were rotated using the orthogonal Varimax rotation method. It was established that the factor loading of the variables should be greater than 0.40 for their retention. The information contained in the variables was grouped into four factors (73.83 % of the total variance explained). As a result of the phases described above, the final format of the instrument was obtained and digitised using Google Forms.

2.4. Variables

The following dimensions of variables collected in the DICI items were considered: a) socio-demographic (12 items): sex, age, level of education, country of origin, population, marital status, employment status, living arrangements, length of relationship, number of children, income level of the family unit; b) principles of positive parenting (Suárez et al., 2016), made

up of four factors (18 items on a 5-point Likert scale): family involvement, affection and recognition, communication and stress control, shared activities; c) preferences for training and attendance at parent education programmes (4 items): preferred mode of intervention, preferred day and time of attendance, children's educational stage that requires the most support; d) training needs regarding the parenting and upbringing of children (1 item).

2.5. Procedure

The list of municipalities in the CARM regions was accessed in order to draw up a list of the 45 municipalities that form part of the CARM: seven rural and 38 urban. In order to select the sample, two types of non-probability sampling were followed (Gil, 2015): convenience-due to accessibility (selection of one rural and urban municipality per region) and snowball sampling (selection of parents with children attending Pre-S, PS and SE in the previously selected municipalities, who were asked to complete the questionnaire and share it with others. Previously, parents' associations in the selected towns, school principals and parents in particular were contacted electronically in order to facilitate access to the future invited subjects). Acceptors were sent the hyperlink to the questionnaire. The data was collected by means of the dissemination of the instrument between 1 January and 15 March 2020. The research followed the Organic Law 3/2018 of 5 December on the Protection of Personal Data and Guarantee of Digital Rights

(2018) and the ethical principles in social sciences published by the European Commission (2018). Upon completion of the data collection, the data were analysed using the SPSS statistical package (version 25) and ATLAS.ti software (version 8).

2.6. Data and information analysis

The data were described using frequency distributions and percentages, tables and graphs, measures of central tendency and standard deviation as a measure of variability. Different tests were applied for hypothesis testing for one single sample (Binomial and Chi-square). Contrast statistics were used according to the categories of the classification variables, specifically the Mann-Whitney *U* and the Kruskal Wallis *H*. The Chi-square coefficient (χ^2) was used for the association analyses. As a multivariate technique, the hierarchical cluster analysis process (Ward's clustering method) was followed (Gil, 2015). For all of the above, the nature of the variables, their distribution and a type I error ($\alpha=0.05$) were taken into account.

Finally, a textual content analysis was conducted on the open-ended question of the questionnaire in order to reveal the most frequent ones, following the general procedure for qualitative data based on categories and topics (Hernández & Mendoza, 2018). The categories were established deductively based on a general dimension and any emerging categories detected during the analysis.

3. Results

3.1. Objective a: degree of compliance with the principles of positive parenting

Regarding the degree to which the parents surveyed followed the principles of positive parenting (PPP), the results obtained (Table 1) showed higher scores in the “affection and recognition” factor (F2) ($\chi=4.33$, $SD=0.79$) and in the “shared activities” factor (F4) ($\chi=4.03$, $SD=0.89$). The scores were lower in the “communication and stress control” factor (F3) ($\chi=3.85$, $SD=0.73$) and in the “family involvement” factor (F1) ($\chi=3.85$, $SD=0.81$).

Moreover, in the detailed analysis of items-variables, aspects to be improved by the parents were detected. Thus, in F1, the variable with the lowest scores was “distribution of household chores” (I11). With regards to F2, the variables with the lowest scores were “maintaining respect and affection during arguments” (I15) and “celebrating children's achievements” (I16).

Meanwhile, with regards to F3, the variables showing signs of much-needed improvement were “controlling emotional state when angry with children” (I22), “controlling breathing and tone of voice when parents feel they are going to shout at the children” (I23) and “adults correcting children's behaviour in private and explaining other behavioural choices” (I24).

Furthermore, in F4, the variable with the weakest score was “family lunches and dinners” (I25).

TABLE 1. Results obtained in the second dimension of the instrument.

Ítems (I)	Me	χ	SD
I10. Shared dreams/goals	4	3.88	1.01
I11. Distribution of chores	4	3.73	1.03
I12. Problem solving	4	3.95	0.88
Total in factor 1: family involvement	---	3.85	0.81
I13. Showing affection	5	4.50	0.87
I14. Showing trust	5	4.34	0.89
I15. Maintaining respect	4	4.03	0.97
I16. Celebrating achievements	5	4.29	0.95
I17. Showing satisfaction	5	4.40	0.92
I18. Placing value on achievements	5	4.44	0.90
Total in Factor 2: affection and recognition	---	4.33	0.79
I19. Active listening	5	4.44	0.90
I20. Rules for living together	4	4.10	0.95
I21. Expressing emotions	4	4.07	1.01
I22. Controlling emotions	4	3.52	0.81
I23. Controlling tone of voice	3	3.31	0.89
I24. Correcting behaviour in private	4	3.71	0.98
Total in factor 3: communication and stress management	---	3.85	0.73
I25. Family meals	4	3.99	1.04
I26. Extracurricular activities	4	4.10	1.04
I27. Leisure activities	4	4.01	1.03
Total in factor 4: shared activities	---	4.03	0.89

Source: Own elaboration.

On another note, the analyses indicated statistically significant differences between the PPP factors and certain socio-demographic characteristics of the parents. Thus, it was observed that the mean ranges were significantly lower in the four factors for males (especially in F4, $U=4451.5$, $p=0.000$); in F2 ($U=6049$, $p=0.003$), F3 ($U=6675.5$, $p=0.042$) and F4 ($U=6310.5$, $p=0.009$) when they lived alone, and also in all

factors when they stated that they did not have any kind of studies (especially in F4, $H=29.92$, $p=0.000$). The mean ranges were higher in F4 ($H=8.920$, $p=0.030$) when they only had one child; in F1 ($H=10.74$, $p=0.030$), F2 ($H=10.93$, $p=0.027$) and F4 ($H=22.93$, $p=0.000$) when their age was between 31 and 40; in F2 ($H=12.82$, $p=0.012$), F3 ($H=12.07$, $P=0.017$) and F4 ($H=12.16$, $p=0.016$) when they reported having

a monthly income of over 1500 euros; in F2 ($H=21.47$, $p=0.001$) and in F4 ($H=12.22$, $p=0.032$) when they were homemakers and in all factors (mainly in F4, $H=26.89$, $p=0.000$) when the couple had been together for 11 to 20 years.

3.2. Objective b: training preferences and programme attendance

In relation to the preferences regarding the parent education programme mode of attendance (PPEPM), the majority of parents surveyed chose the group mode ($f=155$; 46.8%), followed by individual ($f=82$; 24.8%) and online ($f=47$; 14.2%). 14.2% ($f=47$) showed no interest in participating in a programme.

In terms of the preferences regarding day of attendance at parent education programmes (PTAPEP), the majority of parents surveyed chose Saturday-Sunday ($f=173$; 52.3%), followed by Monday-Thursday ($f=89$; 26.9%) and Friday ($f=69$; 20.8%).

In relation to the preference of the time of attendance at a parent education programme (PTAPEP), the preferred option was in the afternoon ($f=144$; 43.5%), followed by the morning ($f=128$; 38.7%) and evening ($f=59$; 17.8%).

In addition, the three variables analysed (preferred mode, day and time) showed statistically significant differences ($p=0.000$). They were also detected regarding gender and PTAPEP: ($U=6032$, $p=0.015$; men preferred evenings and women preferred mornings),

age and PPEPM ($H=14.98$, $p=0.005$; parents up to the age of 50 preferred group mode and those over 50 mainly stated that they were not interested in this type of training), employment status and PTAPEP ($H=13.5$, $p=0.019$; parents who were homemakers preferred Fridays, while employed parents preferred Saturdays-Sundays), the length of the relationship and PPEPM ($H=11.9$, $p=0.035$; parents without a partner, or with a 1-30 year relationship, mainly chose the group mode, while those with a relationship of 31 or over 40 years were not usually interested in this type of intervention), as well as between the number of children and the PTAPEP ($H=9.6$, $p=0.022$; parents with 1-3 children preferred afternoons, while those with more than three children preferred mornings).

3.3. Objective c: children's educational stage that requires the most support

Regardless of the age of their children, parents considered that more training and support was required from a parent education programme when the children were in Pre-S (0-6 years old) ($f=165$; 49.8%), followed by PS (6-12 years old) ($f=84$; 25.4%) and SE (12 or more years old) ($f=82$; 24.8%).

In addition, the variable educational stage of the children in which the parents require most support (ESCMS) showed statistically significant differences ($p=0.000$). Inequalities were also found in terms of age and ESCMS ($H=18.56$, $p=0.001$; parents up to 50 years of age mainly selected the Pre-S

option, while those over 50 chose the SE option), the length of the relationship and ESCMS ($H=14.1$, $p=0.015$; parents without a partner or with a 1-20 relationship typically chose the Pre-S option, while those with a 21-40 year relationship typically chose the SE alternative) and the number of children and ESCMS ($H=13.5$, $p=0.004$; parents with more than three children were more likely to choose PS).

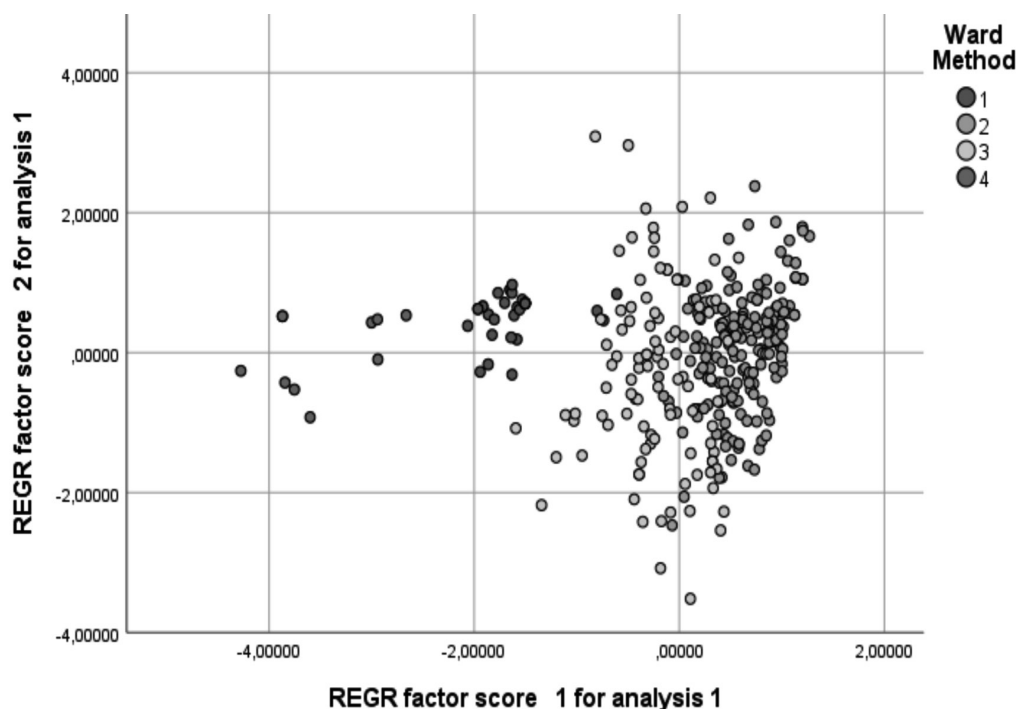
3.4. Objective d: possible parent clusters

The hierarchical cluster analysis resulted in the formation of four clusters

(Graph 1). The 18 variables related to the PPPs and belonging to the second dimension of the instrument were included in the process. All of them were significant for cluster formation and were significantly associated with the clusters (Table 2).

In order to compare the results obtained in each of the variables and clusters, two cut-off points were taken into account: one that is norm-referenced (total mean for each variable) and another that is criterion-referenced, established at 2.5 points (Table 2).

GRAPH 1. Scatter plot resulting from the hierarchical cluster analysis.



Source: Own elaboration.

TABLE 2. Description of the clusters.

Ítem	Clúster 1	Clúster 2	Clúster 3	Clúster 4	Total mean	Differences (H)	Associations (χ^2)
Factor 1: family involvement							
I10. Shared dreams/goals	3.06 ^N	4.37	3.48 ^N	1.40 ^{NC}	3.88	125.22 ***	271.12 ***
I11. Distribution of chores	3.03 ^N	4.13	3.45 ^N	1.50 ^{NC}	3.73	82.45 ***	178.70 ***
I12. Problem solving	3.19 ^N	4.41	3.55 ^N	1.90 ^{NC}	3.95	133.95 ***	305.30 ***
Total in F1	9.28	12.91	10.48	4.8	---	---	---
I13. Showing affection	3.25 ^N	4.88	4.52	1.60 ^{NC}	4.50	164.69 ***	519.64 ***
I14. Showing trust	3.17 ^N	4.78	4.21 ^N	1.80 ^{NC}	4.34	142.19 ***	385.66 ***
I15. Maintaining respect	3.22 ^N	4.45	3.76 ^N	1.70 ^{NC}	4.03	109.10 ***	269.14 ***
I16. Celebrating achievements	2.89 ^N	4.78	4.18 ^N	1.40 ^{NC}	4.29	170.67 ***	484.78 ***
I17. Showing satisfaction	2.89 ^N	4.88	4.35 ^N	1.40 ^{NC}	4.40	194.33 ***	572.15 ***
I18. Placing value on achievements	2.92 ^N	4.85	4.52	1.60 ^{NC}	4.44	179.91 ***	509.83 ***
Total in F2	18.34	28.62	25.54	9.5	---	---	---
I19. Active listening	2.89 ^N	4.87	4.49	1.70 ^{NC}	4.44	184.35 ***	509.23 ***
I20. Rules for living together	2.86 ^N	4.60	3.88 ^N	1.20 ^{NC}	4.10	167.51 ***	499.13 ***
I21. Expressing emotions	2.78 ^N	4.65	3.71 ^N	1.50 ^{NC}	4.07	173.03 ***	438.13 ***
I22. Controlling emotions	2.86 ^N	3.89	3.23 ^N	1.70 ^{NC}	3.52	116.24 ***	273.46 ***
I23. Controlling tone of voice	2.78 ^N	3.70	2.97 ^N	1.30 ^{NC}	3.31	101.62 ***	205.29 ***
I24. Correcting behaviour in private	2.75 ^N	4.01	3.69 ^N	1.70 ^{NC}	3.71	84.90 ***	188.55 ***
Total in F3	16.92	25.72	21.97	9.1	---	---	---
I25. Family meals	2.61 ^N	4.49	3.81 ^N	1.50 ^{NC}	3.99	140.96 ***	318.05 ***
I26. Extracurricular activities	2.81 ^N	4.49	4.06 ^N	1.80 ^{NC}	4.10	117.33 ***	246.80 ***
I27. Leisure activities	2.72 ^N	4.47	3.83 ^N	1.70 ^{NC}	4.01	132.54 ***	288.81 ***
Total in F4	8.14	13.45	11.7	5	---	---	---
Total mean	2.95 ^N	4.45	3.81 ^N	1.54 ^{NC}	4.01	---	---

Note: N = does not exceed the norm-referenced cut-off point; C = does not exceed the criterion-referenced cut-off point; H = nonparametric Kruskal-Wallis hypothesis test; df = 3 for all variables in the H test; χ^2 = Pearson's Chi-square; df = 12 for all variables in the χ^2 test; * = $p < 0.05$, ** = $p < 0.01$, *** = $p < 0.001$.

Source: Own elaboration.

A hypothesis test was performed whereby socio-demographic variables (not included in the multivariate technique applied) were crossed with the clusters formed to validate the groups found. The results showed that there were statistically highly significant associations in the composition of the clusters and gender of the parents ($\chi^2=23.30$, $df=3$, $p=0.000$), age ($\chi^2=35.48$, $df=12$, $p=0.000$), level of education ($\chi^2=70.09$, $df=21$, $p=0.000$), living arrangements ($\chi^2=23.30$, $df=3$, $p=0.000$), employment status ($\chi^2=41.45$, $df=15$, $p=0.000$) and income level ($\chi^2=37.67$, $df=12$, $p=0.000$). Therefore, it can be stated that the clusters were properly formed.

Cluster 1 ($n=36$; 10.9 %), referred to as having median follow-up of the PPP, is characterised by parents who reach the mean of all variables in the criterion-referenced assessment but not in the norm-referenced assessment. Predominantly made up of women between 31 and 40 years old, with vocational training and a monthly income of over 1500 euros.

Cluster 2 ($n=187$; 56.5%), referred to as having very high follow-up of the PPP, is characterised by showing the highest means in all variables, exceeding both the criterion-referenced and norm-referenced assessment. Mostly made up of women, between 31 and 40 years old, with undergraduate university studies and a family-unit income of over 1500 euros per month.

Cluster 3 ($n=98$; 29.6%), referred to as having high follow-up of the PPP, stands out for having means that exceed the criterion-referenced and norm-referenced assessment in the variables 'showing af-

fection', 'placing value on the children's school achievements', and also in 'active listening'. The rest of the variable means cross the criterion-referenced assessment threshold but not the norm-referenced threshold. It is mainly made up of women, between 41 and 50 years of age, with undergraduate university studies and a monthly income of over 1500 euros.

Cluster 4 ($n=10$; 3%), referred to as having low follow-up of the PPP, is characterised by having means in all variables that do not exceed either the norm-referenced or criterion-referenced assessment. Made up mostly of men, between 31 and 40 years of age, with the equivalent of A-levels/high school diploma and a lower income level than the other clusters.

3.5. Objective e: training content that needs to be addressed in the programmes

The main categories (CA) and codes emerging from the content analysis have been linked to the fragments of the discourse (Graph 2), the participant being indicated by means of a "number" and either "Fa" for father or "M" for mother.

Regarding the emotional world (CA1), parents show training needs regarding "emotions" (M2, M19, M51, M137) and their "handling" (M54), "control" (M128, M152, M202), "regulation" (M92) and "management" (M82, M105, M108, M274, M277). They would like to learn how to control their "nerves" (M244), "emotions" when they correct their children's behaviour (M202); they want to know "how to manage negative emotions and how not to take it out on (their partner and children)"

(M267), especially “when they get on your nerves doing something that bothers you a lot or when you are very tired and your patience is running out” (M89). They would like to “have the necessary tools to control their emotions, to recognise them...” (M19). This category is linked to CA2 (communication) and CA9 (relationship with partner) and to F2 and F3.

Regarding communication (CA2), they wish to improve it “with their partner” (Fa9, M120) or “ex-partner” (M272) and “with the children” (M120, M153, F51), “without fear of getting into an argument” (M116). They consider it necessary to learn “communication strategies” (M128), “active” (M9) and “assertive listening” (M92, M208); also “techniques so that the children...talk and...we improve our ability to listen” (M136) and “to communicate with them so that they understand us” (M246). They are concerned about how to listen to their children and “how to talk to them about the different circumstances of life...in such a way that they understand” (M6) and so that they can “tell me what’s going on with them” (M10). CA2 connects with CA9 and with F2 and F3, specifically with regards to active listening and showing trust. In addition, the communication guidelines must be adapted to the children’s developmental stage (CA6). This would allow them to “better understand their behaviour” (M30), “actions” (M246), to be able to put themselves in their children’s shoes in order to “clearly see how they deal with any obstacles they encounter in their daily lives” (M18). This arises, above all, when children go through adolescence (M246, M257).

Returning to the relationship with partner (CA9), parents wish to “improve their relationship” (Fa11), “work on their differences regarding the children’s upbringing” (M98) or “deal with the conflicts... arising as a result of motherhood” (M102).

Regarding social skills (C3), linked to CA2, they consider it appropriate to acquire “suitable strategies to socialise” (M220) and to properly convey them to children, since “to set an example to a child, you have to be a good example first” (M19). Among them, they highlight “assertive communication” (M189) or “talking assertively” (M208).

They also consider it appropriate to learn to cope with adversity and difficulties (CA8). They would like to “know how to react to any problems that arise” (Fa42), learn how to “handle typical problems” of childhood and adolescence (M136), “manage the difficulties that arise” (M162), “overcome adversities” (M173) and “know how to act when problems arise” (Fa12). In this sense, stress plays a key role and, thus, it is necessary to recognise it and manage it properly in order to “face changes in the family environment” (M175), “live life with more peace of mind” (M95), learning to “channel” (M148). Therefore, CA8 is related to F3 and to CA4 (conflict resolution), CA5 (rules, boundaries and consequences) and CA6.

Consequently, another of the central themes is that which affects harmony in the home, specifically learning procedures and techniques for “conflict resolution”

(CA4) (M7, M50, M111, M112, M125, M178, M187, Fa29, Fa34) to “help them resolve conflicts by themselves” (M19, M50), to know how to “manage conflicts... at different ages” (M164), “improve interaction and mutual understanding” (Fa28) and gain the children’s “trust” (M177, M242). This category is linked to setting rules, boundaries and consequences (CA5) and to F1 and F3. An example of this is the need to “limit the use of technology” (M35), “set timetables and guidelines for the appropriate use and time for using technology” (M64), “set rules that are obeyed at home” (M67) and “set appropriate boundaries” (Fa36).

Moreover, parents need training regarding the behaviour (CA7) of their children in order to “handle certain situations” (Fa1), as well as “to learn techniques to confront behaviour that upsets coexistence at home” (M163), and ways of correcting behaviour. Regarding the latter, they would like to “know how to correct their behaviour” (M238), different “ways” of reacting to bad behaviour (M67, M120), how to “tell them off without causing them any harm” (M202) or how to “correct their behaviour with love” (M250). This is linked to CA5 and to F2 and F3, specifically in relation to maintaining respect and rectifying inappropriate behaviour.

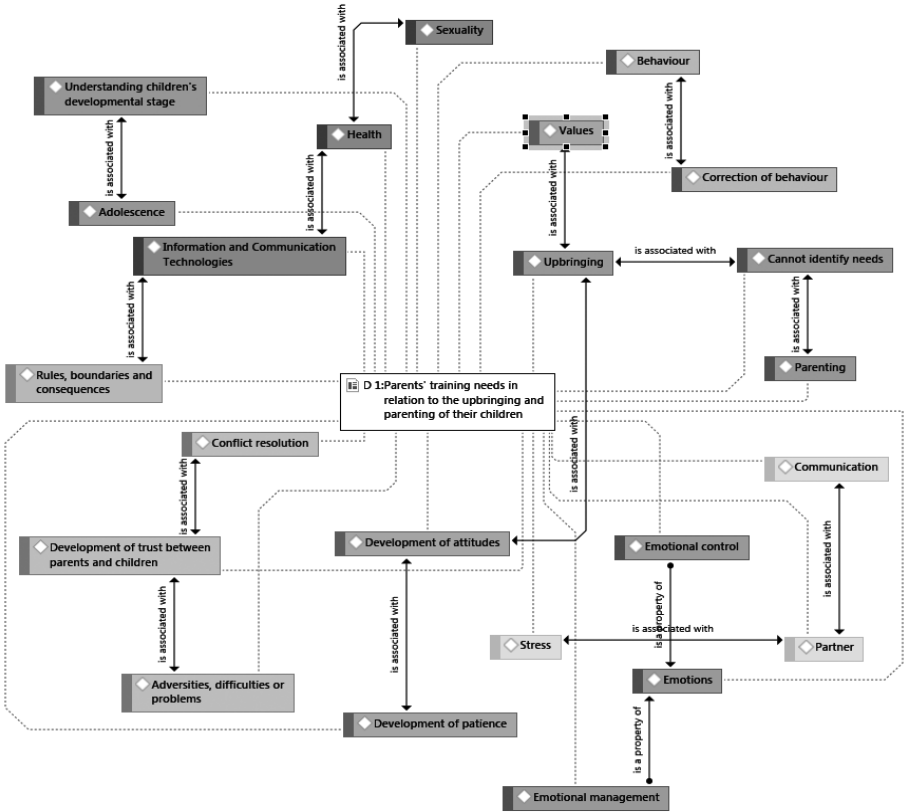
Values (CA10) and attitudes (CA11) are very important. Parents state that they need “values education” (M243) to “convey to their children how to be good citizens and professionals” (Fa7), “to make them good people” (M55), “to teach them to be responsible and place value on their achievements” (M74). “I need to know how to give values education”

(M197) and “guidance on promoting values” (M194). Furthermore, they would like to learn to “have more patience” (M9, M16, M162), “be more patient” (M19) or to “control their impatience” (M169). Therefore, what was stated by the adults would be in line with F4, given that through shared family activities, the development of attitudes and values is supported, and also with F3, specifically with placing value on the children’s achievements.

Regarding training needs in the area of health (CA12), parents intend to plausibly deal with certain issues when their children reach “adolescence” (M265); training on contents such as “drug addiction” (M61), “sexuality” (M168), “how to talk to a child about sex” (M245), “how to encourage healthy living” (M258) or “how to make them understand that it is time to turn off the mobile phone” (M19) are recurrent issues that are linked, in turn, to categories CA2, CA5 and CA6.

However, some parents found it difficult to identify training needs related to the parenting and upbringing of their children or did so in a general or ill-defined way. They stated that it was “difficult to answer” (M33), that there were “many” (M196) or that they would like to learn “how to parent” (M28, Fa5) or “how to educate” (M48, M143, M253) “properly” (Fa24). They were interested in “sharing experiences” with other parents (Fa18), and in “having places for reflection on parenting” (M49) where you can “listen to the experiences of others, since the accounts of other mothers help...they can tell us what has worked for them and what hasn’t...that’s where the issues arise...” (M65) (M65).

GRAPH 2. Main categories emerging from qualitative data analysis



Source: Own elaboration.

4. Discussion and conclusions

The general population of parents requires support in order to carry out their parental role (Rodrigo, 2015) and, thus, it is appropriate to analyse the principles of positive parenting due to their influence on the welfare and development of children (Martínez et al., 2021) and in order to respond to international recommendations (Council of Europe, 2006). Within this framework, an updated assessment has been performed regarding the training and socio-educational needs of parents located in the CARM in relation to the parenting and upbringing of children.

The findings showed higher levels of affection, recognition and shared activities, and lower levels of communication, stress control and family involvement. This is consistent with Peixoto and Tomás (2017), who identified that older parents showed lower mean values in family involvement, communication and stress management. In addition, as the parents' level of education increased, so did family involvement. Nevertheless, the authors found no statistically significant differences in relation to the socio-economic level of the adults.

Moreover, although the parents surveyed reported moderate levels of affection,

they need to maintain respect and affection when arguments take place with their children. These findings are similar to those of Martínez et al. (2007), who concluded that parents needed to gain further knowledge of emotions and learn to manage their emotional world, which would benefit interpersonal relationships based on assertive behaviour (Suárez et al., 2016). However, Limiñana et al. (2018) showed that there was a segment of parents with displays of affection that were few and far between.

In terms of recognition, parents seem to be aware of the importance of celebrating their offspring's achievements and show interest in their concerns, taking them into account in decisions, which is similar to what was found by Morales et al. (2016).

Parents stimulating children's formal and informal learning, providing support, and getting involved and participating in their children's education leads to benefits for teachers and children alike. The results of this research regarding family involvement are different from those of Morales et al. (2016), who stated that adults did not show problems in involvement but rather with parental monitoring and supervision.

In terms of structure, parents require support in setting household rules and consequences, as well as in the distribution of household chores. This could contribute to the prevention of behavioural problems and the formation of habits and values (Torio et al., 2019). Something

similar was stated in previous studies. For example, Martínez et al. (2007) stated that parents needed to know strategies to act assertively and consistently when raising their children, especially when setting clear rules and boundaries. Limiñana et al. (2018) described the inability of certain parents to set rules and boundaries, and also difficulties in correctly stimulating children's autonomy, varying between disparate parenting styles. Nevertheless, Morales et al. (2016) did not detect parental difficulties in setting rules.

Another important aspect is a non-violent upbringing. The parents surveyed show less than optimal stress management and communication patterns, which could influence the use of more coercive behaviours. It should be taken into account that bringing up and parenting children can impact parents' mental health due to being a major source of stress (Vázquez et al., 2016). Thus, it is important to promote affective and effective communication through open dialogue, since the quality of parent-child relationships is closely linked to emotional expression and management, as well as to communication patterns (Martínez et al., 2007).

Moving on to another point, the parents surveyed mostly prefer group-based parenting programmes, attending at weekends, in the afternoon and when their children are in early childhood. To et al. (2019) agrees with this, as many parents work six days a week, making it difficult to attend from Monday to Friday.

Therefore, non-attendance at programmes is not always due to lack of interest, but rather a lack of availability.

Regarding limitations, the present research followed a non-probability sampling procedure and showed a lower male participation, the sample is not representative and the results are contextualised in one single autonomous community. However, the aim was to better understand the training and socio-educational needs of the parents in the local area with regards to the upbringing and parenting of their children.

Moreover, it would be useful to further analyse this knowledge by means of conducting interviews or holding discussion groups with parents or other informants. This would enable methodological complementarity and the triangulation and cross-checking of the information.

The main implications of this study were the updated detection of content that parents would like parent education programmes to address and the identification of their training preferences in order to attend them. In addition, cluster analysis made it possible to classify parents into subgroups with greater or lesser need for intervention, thus being able to adjust the intensity of interventions. These aspects will tell us whether or not the parent education programmes implemented in the assessed context properly respond to the needs detected, and will also justify the design of any new interventions to promote positive parenting.

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