

**MA Professional Development Education and Training
2014**

**An investigation into the actions of parenting educators that affect
learners' self-esteem, underpinned by Malcom Knowles' (1998)
theory of how adults mature through learning.**

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DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree

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STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree of MA PDET.

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STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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Summary

The purpose of this research is to enquire as to the actions of parenting educators in supporting parents to mature through learning and change their consciousness and view of themselves in their world.

Chapter 2 describes the problems in areas of disadvantage and education, and the reliance on prescribed Parenting Programmes that should be run by educators in these areas. It also highlights that there is a lack of acknowledgement of educators in this setting, but they may be the first point of contact for an adult learner since leaving school. Parenting educators require a unique set of skills, and this as yet has not been recognised by education bodies. The literature review highlights some of the concepts that would need to be taken into consideration whilst thinking of this.

Research was conducted by using three focus groups that consisted of parents who attended groups in Flying Start areas were chosen at random. These consisted of two male groups and one female with varying characteristics including time attending group, different educators, and content of programmes delivered.

Questionnaires were given to the learners, to measure using Rosenberg Self Esteem Score (RSES) (1965), to chart whether learners self-esteem had increased since starting group. It was proven that indeed group members' esteem had increased and data pertaining to time in group and gender and content of programmes delivered may have influences on the outcomes in self-esteem.

Recorded focus group interviews were carried out by the researcher, using standardised questions and dialogue to examine whether learners had developed conscious thought, and had matured through learning. This was a unique approach

in parenting groups as data on parents and maturation through learning using a model such as Knowles (1998) has not been carried out before. Codes were collected from the data and this was able to prove that indeed, learners' consciousness of themselves and the world around them had transformed, and that there was qualitative evidence to prove so.

The final piece of research was once again new and unique in this educational environment, looking at what learners thought the educators did to support them through this transformation. The design of this part of the research places emphasis on participatory methods to collect data and was learner led. The learners placed value on their answer through voting on what they valued most about the support, and formed the basis of knowing what and how educators supported them in their transformation. Codes were formed based on the collected data and the findings showed that there was a variety of actions which helped them become successful in their lives.

Recommendations throughout Chapter 5 conclude that parenting educators need to be recognised as such, and their unique set of skills need to be researched further.

There are three parts to testing the hypothesis in this research that could lead to individual research in each area to progress the profession of educators who work for parents.

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“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

— Paulo Freire (1972)

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Chapter 1

Introduction.

How do parenting educators raise self-esteem, as underpinned by Knowles' (1998), work on adult learning, in parents who attend group settings?

The purpose of this research originated in the desire to look at *what* parenting educators *do* in group settings to raise self esteem, and *how* they do it.

The research will be undertaken in some of the most deprived areas in Europe, namely in Flying Start areas in a County in Wales. It will examine the answers of three focus groups of parents attending various parenting groups run by a Prevention and Early Intervention Team, who are part of a Local Authority.

Multiple deprivation brings disadvantage in many areas of life (National Assembly of Wales (2008), including accessing opportunities to education and training (Rees et al,1997). Parenting programmes such as in Flying Start areas are based in long term goals of programmes, which is to produce children who grow up to become skilled adults that can “reduce the size of the population with low skills and thereby ultimately tackle income inequality” (Pope et al (2013 p.18). Due to the funding of such programmes and Randomised Control Trail data, outcomes are mainly based on long term child outcomes, behaviour modification and parenting ability. There is a call in these areas for strict adherence to set Parenting Programmes. In an environment which places more emphasis on the programmes delivered and their scientifically tested

outcomes, the value of parents' growth as a human being through the learning environment, and their perceived contribution to the world around them, may be disregarded.

Britton (1996) describes the on-going struggle surrounding adult education as trying to reconceptualise the organic vision of adult education instead of the mechanistic, and to focus on adult education as:

“all education rests with ...what it means to be a human being; an *ontology* (...and..) of the nature of knowledge; an epistemology” (Mayo and Thompson, 1993 p.20).

Attending parenting groups could lead to an “emancipatory” life path for some parents (Moss 1999), and parents who attend may not accessed education since school. This puts the educator at the start of the journey for adult learners in areas of multiple deprivation. Within the literature parenting educators are rarely regarded as “educators”. They are known as facilitators, or workers, and are not described or named in the literature in the area of study. This leads them to be unseen, and unobserved as to the unique set of skills that would be required with adult learners in this area.

The aim of the research is to understand how the actions of parenting educators in group environment support a change of consciousness, and to measure the change of self-esteem in learners, as underpinned by Malcom Knowles' (1998) ideas on how a person matures through learning. Using an educational theory to measure a change in consciousness is unique and new in this setting, as are the design of the methods.

The objectives of the research methodology are to:

1. Chart the differences of the parents' self-esteem pre and post starting the group.
2. Explore whether there has been a change in consciousness as underpinned by Knowles' concepts
3. Identify, through learners experiences, *what* and *how* the educator supports this change.

A hypothesis was created to measure the objectives:

Self esteem, as underpinned by Knowles' (1998) ideas on 'self concept and how adults learn,' increases in parents who attend parenting group due to actions of parenting educators inside and outside of the learning environment.

Each objective was tested using mixed methods. To measure whether self esteem had in fact increased, a questionnaire was given to the three focus groups. This consisted of the Rosenberg Self Esteem Scale (RSES) and data was collected with regards to the difference in scoring pre and post group.

Knowles' (1998) ideas of how a person matures through learning to create more creative and critical thoughts about their reality and discover how they can change the world they live in.

This is a new model of measurement in this area, and uses priori codes that were gathered from research into each of Knowles' statements:

- (1) "Self-concept moves from one of being a dependant personality toward one of being a self-directed human being;
- (2) [They] accumulates a growing reservoir of experience that becomes an increasing reservoir of learning
- (3) [Their] readiness to learn becomes orientated increasingly to the developmental tasks of his social roles;
- (4) [Their] time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem-centeredness."

(Knowles, (1970), in Tight, (1983) p55)

- (5) "*Motivation to learn: As a person matures the motivation to learn is Internal*" (Knowles, 1998)

The researcher audio recorded the focus group session and transcribed the recording. The codes from each statement were then used to measure if learners showed a maturation through learning. This then would give credence as to their change in self-concept which is linked to self-esteem, whilst also using an educational theory in an environment where educational research is scant.

Because of the lack of research into who parenting educators are, and what and how they support learners in this environment, the third part of the research methods focussed on asking learners what they thought the educators did and how they did it, to help them in their journey of transformation. This again is a novel and unique way of gathering data as it focussed on what was important for the parents, rather than using set standards of practice (National Occupational Standards, 2011). This is a “bottom up” approach, rather than a list of competencies fashionably rolled out by accreditation experts, and valued by Government. Participatory methods were used to collect the data, and also votes on what was most important for the learners. Inductive codes were created from the data, and the researcher was able to name the *what* and *how* the educators helped support the learners in their transformation.

Although there are ways of monitoring and evaluating parenting and child outcomes (Cardiff Parenting Framework, 2012a), educational data in relation to adult learning and the skills that educators have in this area have not been intensively researched previously.

The literature review considers the difficulty in being able to truly encompass the ideas of adult education, when strict fidelity to parenting programmes is considered good practice (Flying Start 2006). This is in contrast with emancipatory education in which Hilda Taba states;

“learning and development of personality cannot be considered as one-way processes of establishing educational aims and deriving specific objectives from an ideal of education proclaimed or imagined by some authority”. (Krull & Kurm, 1996, p. 11–12):

In adult education, social and experimental education consists of “increased awareness of *self and other selves*” (Lindeman 1927 p.36). Paulo Freire’s (1972) work also advocates focus groups as a way of ensuring that the learners are subjects of their own story rather than objects in the authors research, This can have an incredible shift in the way a person views the world and acts in the world. This, Freire calls “conscientization”. This is true change of a person and could lead to better outcomes for children. His ideas of how an educator doesn’t just deposit knowledge into an adult (what he describes as “banking”), but that each adult comes full to the brim with their own knowledge and experiences. He also describes *praxis* whereby a persons’ action is based on certain qualities of what is believed is the *truth* about their world and themselves and how a person decides what course to take based on those truths (Smith 1997, 2002).

Meluish et al. (2008), suggests parenting programmes that are theoretically sound, produce the best results for children and parents, but it can be argued that there is a deeper level of understanding of what and how parenting education is effective, based on the need to allow free critical thought in a person not just as a “parent” but as a conscious, critically thinking, evolving human being, that can judge the world around them and decide courses of action for themselves and their children without the need for “intervention” from educators. Research into human, social and identity capital, shows that a person can only become successful if they are able to feel they have a strong self-concept which links to self –esteem; be able to network, and be part of society, and also be able to create economic value of a human being. The

researcher argues that without identity capital, a parent would be unable to achieve social or human capital and would not be successful in their lives.

The study stresses the importance of firstly creating identity capital in parents who are learners, before looking at other areas such as work of further education, and the author argues that this is in fact the starting point of parenting education. It can be argued that without self-esteem, and the idea of identity capital being the first point of call for adult learners in this setting, that parenting issues, and life changes would not be considered before this happened.

This study also researches the attributes needed for parenting educators and their working role supporting learners in group settings. The data for this is created by parents who were asked what they valued about the educators' involvement in their learning transformation. Lastly, it would also produce conclusions and recommendations for further research in this area.

Chapter 2

Literature Review

Parenting Education.

Parenting education is a generic term for a hugely diverse range of learning opportunities for parents (Einzig, 1999). The National Parenting Education Network (2011 p.1), describes the goal of parenting education as: “effective education and support to encourage an optimal environment for the healthy growth and development of parents and children”. Brown (2005), agrees with the statement, and adds the goal of parent education is to reinforce supportive behaviours of parents by altering the non-productive or harmful behaviours. Wallace, (2008, p.9) states “parent education and support programmes spring from a wide range of disciplines, including education, health and social service departments, the voluntary sector and churches”. UNESCO (1998 p.27) sees parent education programmes as part of a way to help form relationships to build brighter futures in the communities that they serve, and also improve a persons’ quality of life. It is a generic term for a hugely diverse range of learning opportunities for parents (Einzig, 1999), be it through informal or formal learning and education.

The National Parenting Education Network (2011 p.1), describes the goal of parenting education as: “effective education and support to encourage an optimal environment for the healthy growth and development of parents and children”.

Education in general, is described as an:

“Activity undertaken or initiated by one or more agents, that is designed to effect changes in the knowledge, skill, and attitudes of individuals, groups or communities. The term emphasises the educator, the agent of change who presents stimuli and reinforcement for learning and designs activities to induce change.” (Knowles et. al. 1998 p.10-11).

The aims of parenting programmes in Flying Start areas in Wales is to provide support and skills training for parents “whose aim is to promote children’s wellbeing by enhancing protective factors and reducing their exposure to risk.” (Kendall and Moller 2013 p18)

These are categorised into:

- **Universal programmes of support** (including informal support) available for all parents and children irrespective of risk (which may include some targeting);
- **Targeted and specialist programmes of support** for parents/children with identified additional needs/risk factors.

These programmes are generally run in a group environment and in Flying Start areas across Wales. Complex problems faced by parents need longer durations and greater intensity; brief interventions work well with simpler child behaviour modification (Moran et al, (2004 p.118).

Flying Start and Parenting Education

The Flying Start programme was launched in 2006/7, by the Welsh Government and is a flagship programme which aims to “reduce the size of the population with low skills and thereby ultimately tackle income inequality” (Pope et al (2013 p.18), by focussing on children nought to four years old.

The main purpose of Flying start in Wales is the Government's Seven Core Aims for children and young people, based on the UN Convention on the Rights of the Child is a commitment to ensure that all children have a “flying start” in life (Flying Start 2012). The core elements of the programme are for quality part-time childcare for all two to three year olds in Flying Start areas, enhanced health visiting Service, early language development, and parenting programmes and support. It is run through an integrated approach whereby multiple agencies work together for the benefit of the children and families.

Evidence suggests that investing in the early years significantly improves child outcomes and aims to ‘to make a decisive difference to the life chances of children aged under four in the areas in which it runs. It hopes for “potential short and long term economic paybacks” for societies who take up such a vision (Torfaen Flying Start 2012).

The services are based in areas considered the most deprived in Wales. Deprivation can be described as “a lack of the opportunities and resources to which we might expect have access in our society, for example, good health, protection from crime, a clean and safe environment.” (Nolan, 2011 p.4). These include

education, access to services, health, income, housing, physical environment, employment, and community safety (Welsh Index of Multiple Deprivation, 2008).

A number of these issues can be found in deprived areas, and affect many of the parents who attend groups in Flying Start areas (Pope et al, 2013). Many

“do not enjoy a level playing field in access to opportunities to education and training and for other goods and services and this is true, in principle, irrespective of how people understand these opportunities.” (Rees et al. 1997, p.2).

There is also a correlation between deprivation and low educational attainment in adults, cited in the British Cohort Study of 1970 (Peruzzi, 2013). For parents residing in areas of deprivation, parenting group may be the first contact with learning and an educator since going to school.

Parenting Programmes in Flying Start

UNESCO (1998 p.27) sees parent education programmes as part of a way to help form relationships to build brighter futures in the communities that they serve, and also improve a persons' quality of life. Most evidence-based parenting programmes are underpinned by theoretical principles in child development. Social learning theory, attachment theory, parenting styles theory, and the model of human ecology are considered reliable (Asmussen, 2010).

An “Integrative Model” of “parenting education” and “parenting training”, where behavioural problems are not distinct from ‘normal’ children’s behaviour may lead to a better understanding of emotional literacy (Brown 1998 in Einzig 1999), and could help parents to find long term outcomes, helping them become more aware of the parenting processes and parent child relationships (Einzig 1999 p.25).

Parenting Programmes in Flying Start are well evaluated and have shown positive outcomes for child behaviour and parenting (Webster-Stratton 1998, Hutchings et al, 2007, Amussen 2010) and also some evidence of internal change for parents (Pope et al, 2013). Many call for strict regard to “fidelity” which is doing the programme the same way, each time “in the way it was meant to be delivered” to ensure scientific measurements of outcomes in all areas, and “consistency and quality is maintained” (Bennett and Anderson 2008 p.13). This is because some like Webster-Stratton Incredible Years Programme are part of the Flying Start Randomised Control Trial (RCT) data.

Recent research felt that in some cases, the prescriptive groups did not appeal to parents; there was a problem with sign up and retention in groups and less structured and formal programmes met their needs more effectively (Morris and Wills, 2013). This is supported by Kendall and Moller (2013) who state there is still debate as to the ongoing challenges of evidencing outcomes related to programmes. The educator Hilda Tabas’ first principle of education fits well with this issue of parenting education:

“Social processes, including the socialization of human beings, are not linear, and they cannot be modelled through linear planning. In other words, learning

and development of personality cannot be considered as one-way processes of establishing educational aims and deriving specific objectives from an ideal of education proclaimed or imagined by some authority". (Krull & Kurm, 1996, p. 11–12):

The programmes that are delivered are heavily based on evaluating child outcomes, behaviour modification and parenting ability, rather than the assumption that:

“all education rests with ...what it means to be a human being; an *ontology* (...and..) of the nature of knowledge; an epistemology” (Mayo and Thompson, 1993 p.20).

What is evident is that there is an insistence of fitting parents to programmes instead of parents designing the learning with the educator. This viewpoint reflects Knowles (1998) ideas that educators are the change agents and should design, reinforce and present the stimuli for learning.

Although the definition of what kind of parenting groups “work” is still continuing (Pugh 1999, in Wolfendale and Einzig 1999), the work into outcomes is still mechanistic and measured, rather than concentrating on the development of the human being, the self and the educators role in this.

A Parent is a Conscious Being

Who are Parenting Educators?

In Knowles initial statement, anyone who acts as an agent and reinforces using stimuli for learning and designs activities to induce change are seen as educators.

But there is a lack of information as to who these elusive educators are in Welsh publications, with the term “facilitator” used to denote any educational working activity. Cardiff Parenting Framework, (2012b), states that the key to positive outcomes for programmes lie with the skill of the facilitator. The literature supports programmes being delivered by “suitably trained people” (National Service Framework (2005) and gives suggestions as to bringing them in to the “learning cycle” by defining competence, skills and knowledge and understanding (National Occupational Standards 2011)

Most literature concentrates on ensuring standardisation of delivery of programmes. However the National Occupational Standards (2011 p.48) does state that group facilitators should be able to select and design programmes that are relevant to specific group and their characteristics. This is opposite to how Flying Start (2006) expect parenting programmes to be delivered. (and goes against Taba’s view on the purpose of education). None look at what the educators do and how they do it, or pin point the skills or knowledge required for being an educator in a group environment

The Welsh Government has established a new Education Workforce Council. It aims is to “recognise the status and professionalism of all education practitioners working across Wales” in the wider educational workforce. (Welsh Government, 2014a), and widen the scope of registration of educators in areas other than schools and colleges. The response of the consultation recognises the skills of educators in community settings, but there was no representation from organisations who work with parents in parenting programmes and groups (Welsh Government 2014b).

However, the establishment of the register is still in its infancy and could provide an opportunity for parenting educators to be named and recognised as such.

Knibbs, et al (2013) only mentions health visitors, or childcare workers, and lacks any recognition of specialist parenting educators who run groups. Pope et al (2013) study of the effects on parents of Flying Start programmes was unique and offered a lot of data for the impact on parents, but only mentions health visitors role as a support and signposting for families, and is vague as to who should be part of the documents' recommended Flying Start Parenting Team. "Facilitators" were "applauded" by parents for their motivation in supporting families in programmes, and there was a mention in one area of specialist Parenting Officers, and Family Support Workers with specific expertise in long term problems and short term crises (Morris and Wills 2013), but none specifically mentions workers as educators, or specialists in parenting education.

The author believes at present there are "dark arts" practiced by unseen parenting educators. If it is not scientifically proven, through randomised control trails, then it seems to be invalid. For example, In analysing parenting programme outcome data, issues in variables such as creativity of parenting educators, as some may suggest is more "practice wisdom" than scientifically proven efficacy (Moran et al., 2004). There are no studies that the author can find, that describes what parenting educators "practice wisdom" looks like.

Linking Self Esteem and Self Concept in Education and Parenting.

The term *self concept* is linked to identity through the belief in oneself as being "competent and capable" (National Research and Development Centre (NRDC) (2012 p.9). Whilst Smith and Mackie (2007 p.107) describe self concept of "what

we think about the self,” *self esteem* is how we evaluate our self concept, be it negatively or positively. Lochrie (2004) states that improved parenting skills come out of improved self esteem.

Also related to self esteem is the term *self efficacy* which is a persons’ belief in their ability to deal with sometimes difficult tasks (Dweck, 1999). The NRDC (2012 p.8) points at McGinvey’s (1993 p.6) work looking at dispositional barriers to learning for adults as being related to “learners attitudes, beliefs, motivations and perceptions about learning and themselves.” Eldred et al (2005 p.3) state that it is “related to identity, self worth and value and relationships with others”. It is also related to the interconnectedness of the feelings of competency and effectiveness (James & Nightingale, 2005).

Confidence is argued as not the same as self-esteem, but is sometimes used interchangeably Confidence can be described as the beliefs and attitudes of particular aspects of a persons’ life, or in specific situations (James and Nightingale, 2005 p7). Confidence can contribute to self-esteem, but they are different.

If a parent therefore does not have high enough self esteem or a belief in their ability as a person, this will affect their ability to learn, and to parent effectively.

“Low self-esteem is widely recognised as a factor that is associated with poor educational attainment and non-participation in education and training.... [It] therefore represents an important soft outcome of projects working with disadvantaged or disengaged...” Lloyd and Sullivan (2003 p.4),

Parents and Self esteem

Pugh et al (1994, p.56), believes parents are on an:

“ongoing journey during which they acquire knowledge, skills and attributes, and an understanding and *self awareness* in order to move towards a confident and competent parents. They state that the overall *aim of parent education is to help parents develop self awareness, and self confidence and improve their capacity to support and nurture their children.*”

Smith, (2014 p.1) states:

“ A parent *self esteem* is important for two reasons: First, we act consistently with our beliefs and feelings about ourselves. If a person believes something is true, that belief effects his or her actions.... A parent who believes they are inadequate will fail to take positive action. A parent who believes they are weak and powerless may respond by over-controlling their [teenage] children.”

Research by Bartholomew (1990), found that people with a negative model of “self” are shown to exacerbate feelings of anxiety and leads to avoiding intimacy. Smith, (1990 p.1) states that parents who believe they are unloved may notice “every little rejection and overlook expressions of affection by their children.” Smith (1990), states parents’ insecurity can make it difficult to make a true assessment of a situation and choosing the right response. Therefore, it can be argued that there is a link between the quality of parenting and self-esteem. People with high self-esteem

are more capable and competent (Burns, 1979), and have a higher awareness and more sensitive to the cues of others (Walster and Walster 1978).

Lindeman (1937 p.75-76) states that there is a discrepancy between the two major departments of experience, namely the outer, external, objective aspects of life, and the inner subjective process by which experience is evaluated” . He states, “there is no other alternative, that the equation ends with experimental and social education” and consists of “increased awareness of *self and other selves*....”

Malcom Knowles Theory of Adult Learning:

Malcom Knowles (1970) was the first person to endeavour to create an inclusive theory of adult education through his concept of andragogy (Smith, 2002).

His work mirrors the work by the OED (2003) and UNESCO in relation to attributes of adults that are needed for a fully functioning society. He is mostly attributed in differentiating adult and child learners, recognising their learning as the term *andragogy*, instead of *pedagogy* McKenzie (1979 p.257) defended andragogy on philosophical grounds declaring that "the existential differences between children and adults require a strategic differentiation of education practice"

Knowles' ideas had it's critics such as Hartree 1984, Smith, 2002 London, 1973, Elias 1979, Davenport (1993) Jarvis (1977), Tight (1998), and Tennant (1996). Jarvis (1977) states there are many ideas of what andragogy is, but the general consensus is a framework of thinking of “what and how adults learn” and also that it provided a baseline for the discussion of the nature of adult education (Jarvis, 2001).

Knowles was concerned as to how educators could be the best at their craft and science. Jarvis (1987) states that he believed Knowles' used his own value system for what adult education should be which was an educators view of the worth, and importance of adult education.

Knowles, (1970), in Tight, (1996 p.55) describes statements that provide the core elements of a person maturing through learning in five statements. This can be linked to the “‘practice of freedom’; ‘the means by which men and women deal critically and creatively with reality...discover how to participate in the transformation of their world’” (Thompson, 1980 p.26)

Knowles' Theory and its Application to Parent Educators and Learners

(6) [Their] Self concept moves from one of being a dependant personality toward one of being a self-directed human being;

A parent becomes less dependent on a person assisting in their development, but becomes more an intrinsic act whereby a person thinks for themselves. In parenting, this would be relative to a parenting educator being less inclined to be “helping” and “directing”, to a more hand off “support” role. Pratt (1988) described this learning model where adults vary in each learning situation. This can only happen when a parent starts to feel worth, and have an ability to self direct. But life is not linear, and neither are learners and parents. Grow (1991) states that self direction and self concept is situational and therefore unpredictable, that it is the educators role to match the needs of the learner. Self direction emphasises a high degree of

autonomy from a parent, which implies them having an internal locus of control (Rotter, 1990). They have a better control over their environment, and show better learning, and seek information more readily. If a person believes that outside forces control their lives, they are said to have an external locus of control. They are perceived as more nervous, and tend not to take control when given a learning experience (Spector, 1982).

(7) [They] accumulate a growing reservoir of experience that becomes an increasing reservoir of learning

For a parent this would mean that through experience of mistakes and successes, often being free to reflect in a secure environment such as a group, they would then be able to change their mental schema to act in a different way. For example, if they were taught as a child that punishing children through fear or physical violence was normal, then this would be how they believed their world to be.

Mental models (Senge 1990) explain how difficult it is to view a situation in another way. Schema are the cognitive structures that are built as learning experiences accumulate and are packaged in memory (Knowles et al 1998 p.140). This relates to work on reflection *in* and *on* action (Schon, 1987) and Argyris (1982) work on single loop and double loop learning. When a parent starts to think in a different way, their growth of knowledge and actions increase and their “deeply held internal images of how a world works” (Senge p.174) changes, and increases their reservoir of

knowledge to deal with a situation differently. Double loop learning would indicate a modification or even rejection of a goal in light on new found experience

3. *[Their] readiness to learn becomes orientated increasingly to the developmental tasks of [their] social roles*

Adults are ready to learn what they need to know to deal with life situations. A parent may come with a focus on a disruptive child. As the group talks and consciousness is raised, the “social role” of a parent becomes wider, and in an ontological sense, the parent becomes a being with their own needs and wants and how they exist. This can cause a transformation in a person. Their social role then becomes more apparent and readiness to learn is increased. Networks (social capital) can become increased and life transforms. A person who was “just” a parent of [insert name] coming into a group may leave a whole person, learner, a worker, a friend, a valued member of their family. This is a change in the perception of their place in their world, as described by Freire (1998). It is seen in the dialogue with learners as being from “*there*” to “*here*”. This links in with the idea of ontology which is the study of what it means to be a human being. Thompson and Mayo, (1993 p.20).

4. *His time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem-centeredness.*

Kolb's (1984) experiential learning model defines learning as the "process whereby knowledge is crafted through transformation of experience" and an educator's job is to "not only transmit or implant new ideas, but to modify old ones that may get in the way of new ones" (Knowles et al, 1998). The timing suggests that there is a point whereby a person reaches a transition of gathered knowledge of being novice to expert (Dreyfus, H.L., & Dreyfus, S.E., 1986). They then would have tacit knowledge of a subject. For example, a child's behaviour embarrasses a parent, for example, not going to school without upset. They pick up strategy and have to think it through possibly with another person to coach them, to solve the issue. As time goes by, they are able to do the strategy without support and without thought. It just becomes normal. Time taken to consciously think of the solution becomes quicker, and becomes almost reflexive. The parent is "doing without thinking"

Subject Centeredness to Problem Centeredness

This can be explained as the case study recalls a child having behaviour problems going to school (subject). The parent may look at strategy that helps and is able to reduce the issue. The "problem" would be the ability for the parent to think more about the other aspects. There may be other children. It could be child's view of their school, education for children in general in that area, what schools represent, the support or motivation within the school, the community as a whole etc. The *problem* through dialogue in a group setting, could bring up, for example, the lack of funding for school support due to a legislative bill passed by Parliament. This type of

dialogue is discussed by Freire (1998) as to how the educator does this. This is far away from the banking idea whereby a parent is filled like an empty vessel with tools and strategies form an educators training manual to deal with the child's unruly behaviour, and is based on dialogue that opens 'consciousness that is understood to have the power to transform reality' (Taylor 1993 p.52).

5. Motivation to learn: *As a person matures the motivation to learn is Internal*

The andragogical model of learning suggests that adults want to learn to solve problems or for internal payoffs. "Adults need to know why they need to learn something before undertaking it" (Knowles et al , 1998 p.149). Adults, according to Wlodowski (1985) feel the motivation to learn is based on *success*, *volition*, as to wanting to feel it is their choice to learn, *value* such as learning something they feel is valuable, and *enjoyment*, meaning a pleasant experience for the learner. If the learner feels that the learning has a personal value to them, they will value it and be motivated to learn. Choosing a parenting programme that does not answer parents problems could prevent this internal payoff.

A Different View of the Purpose of Parenting Education.

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and

bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

— Paulo Freire (1972)

Britton (1996) describes the on-going struggle surrounding adult education as trying to reconceptualise the organic vision of adult education instead of the mechanistic. He states that conceptions of adult education fail to “recognise its irremediably human nature”. Meluish et al. (2008), suggests parenting programmes that are theoretically sound, produce the best results for children and parents, but it can be argued that there is a deeper level of understanding of what and how parenting education is effective, based on the need to allow free critical thought in a person not just as a “parent” but as a conscious, critically thinking, evolving human being, that can judge the world around them and decide courses of action for themselves and their children without the need for “intervention” from educators.

Parenting education is a social issue as well as a political issue, and should be seen as ‘emancipatory’, enabling the challenge of dominant ideas and their related power relationships, and to gain deeper understanding of the world we live in and have the courage to think for themselves and know themselves (Moss, 1999). This fits with Freire’s (1972) ideas of how an educator doesn’t just deposit knowledge into an adult (what he describes as “banking”), but that each adult comes full to the brim with their own knowledge and experiences. He also describes *praxis* whereby a persons’ action is based on certain qualities of what is believed is the *truth* about their world

and themselves and how a person decides what course to take based on those truths (Smith 1997, 2002).

Behr, (2000), suggests that a parenting group is like a social laboratory whereby parents can experiment with newly found interpersonal skills, and be in a safe environment to talk about their day to day trials as parents. Some parents even work better in a group than accessing one to one support. Group work is seen as an effective way of providing advice, support and therapy for parents who are experiencing problems with their children. (Behr, in Dwivedi, (1997. p.23). The group itself can be the only place whereby adults talk to other adults, away from the constraints of home and family life. Through dialogue with others, when an adult “develop(s) consciousness, (...) consciousness ...is understood to have the power to transform reality” (Taylor 1993 p 52). This can have an incredible shift in the way a person views the world and acts in the world. This, Freire calls “conscientization”.

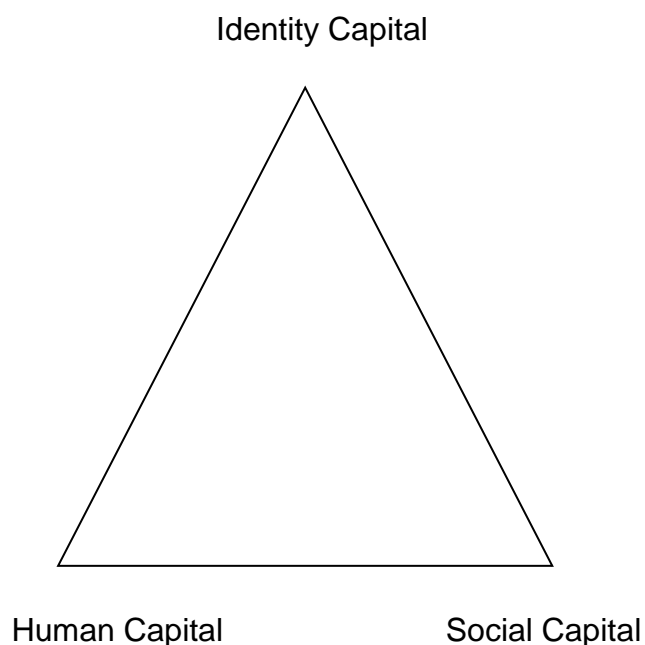
Adults learn is through viewing themselves as “mutual partners in the learning endeavour” (Imel, 1994 p.2) Knowles (1984) differentiates between teacher centred and learner centred instruction. Although there is valid reasoning for evidence based theoretical knowledge in parenting groups, the dichotomy of mechanistic programmes with importance more on the fidelity of programmes, rather than the whole purpose and emphasis on organic dialogue and “conscientization” of parents in that group, may providing *less* outcomes for parents.

The benefits and purpose of adult learning for society and individuals can be seen in many documents such as Delor’s UNESCO report for the International Commission on Education for the Twenty First Century (1996), OECD (1973), OECD (1993) and

Department for Education and Employment (DfEE), (1998), and Connolly, Rees and Furlong (2008) report of the wider benefits of adult learning. All look at the learner in a holistic sense and see validation in a variety of outcomes for the learner, including the “softer outcomes” of adult learning. This is backed up by the outcomes in Pope et al (2013), through observing the positive impact of programmes on parents, which included parenting behaviour, personal changes, and improved perceptions of the area they lived.

Capitals are seen as a form of social exchange to ensure success in a persons’ life. The author argues that in parenting groups where there is disadvantage, without the starting point of Identity capital, all other capitals cannot be actualised.

The Three Capitals of Adult Learning – The Nordic Triangle



Nordic Network of Adult Learning (2007)

Identity Capital

Identity is seen as:

“The ability to maintain a healthy self-esteem and sense of meaning and purpose in life...it should enable a person to ‘deepen their self -knowledge and reinforce their self- image as this is the basis for effective competence development in other fields” (Schuller and Watson, 2009 p.16)

It can be argued that identity capital is closely linked to the ideas of Gramsci (1971) on the “coherent self” and Lovibond (1989) “self identity”. Allman and Wallis in Mayo and Thompson (1995) state that the coherent self was a self that people had to struggle to create. This type of identity became valued in terms of their social relations and how people view the world, a *conscientization*, as Freire would describe (1972), and the attributes to how they fit into their society (OECD, 2003)

For a strong identity, Schoon and Bynner (2005) states it is important that a person has ‘resilience’, which is the capacity to manage adversity in a positive manner. This also reflected in the key competencies adults need for a well functioning society (OECD, 1993). In the case of learning, Connolley, Rees and Furlong (2008) state that it is affected by how individuals view themselves, and that their perception of their abilities affect how they learn (Marsh, 1990). As Horne and Haggart (2004 p.28) explain, “what separates more advantaged parents is not attitude and aspirations. It is human, social and cultural capital

Human Capital

Human Capital is the skills and qualifications that individuals attain through usual formal education routes. This is seen in the initial text on the purpose of Flying Start, to up-skill future generations for the By pressing the points of economic value of a human being, most funding is pointed at work-related adult learning, such as demonstrated in the Leitch Report (HM Treasury 2006). The Welsh context links investment in adult education is usually related to the skills and employment agenda. It is seen as even integral to “transformation” and part of the reconfiguration and restructuring of the country. *Skills That Work for Wales Action Plan*, (Welsh Assembly Government, 2008) as most policy focus is related to skills and employment being the “foundation of a successful life...and essential for a prosperous and more equal Wales”, and *Investing in Skills* (Welsh Assembly Government, 2009) looks at the need to raise skills for employment in Wales.

The performance is measured by evaluating outcomes emphasising employment or employability. Parenting education and its funding is no different, and in some areas there have been European Funded Programmes (Genesis2) and community development funded parenting groups and programmes with the specific top target to get parents into employment. The ideology behind such projects is fundamentally noble, but such work with adults, it can be argued, requires the need to look at the person holistically with the emphasis on education philosophy rather than economic payback. As Thompson and Mayo (1993) points out, that critical ontology in education must look at a person “being” rather than “becoming”, and should possibly start with the persons’ identity.

Social Capital

Social Capital refers to the investment in the “networks, norms and shared sense of trust that are available to any group.. and not solely elite groups....that promote collective action between members of a given social grouping” (Field & Spence, 2000; p.32). It is derived from the ideas of Bourdieu (1977). Social capital supports learning and is strengthened by it. Getting more education is a powerful way of accessing networks (Schuller & Watson, 2009), but this does not necessarily mean formal learning. In a study by Field and Schuller (1995), low levels of participation in formal education and training mean people find informal learning and settings a better way of achieving their own set goals. This is usually based on the group/community cohesion, and [parenting] educators in community development roles are best placed to facilitate this form of asset (Smith, 2006). This type of capital can be seen as important for parents who feel isolated and not connected with the world around them. Pope et al (2003) identifies many positive social outcomes for parents thanks to parenting group support.

Parenting programmes should in essence be able to “triangulate” these concepts. The objectives and the outcomes that are only measured in terms of human capital gains, would not be effective. For example, a parent with mental health difficulties, debt, poor literacy skills, lack of family or friends and three children may find it difficult to talk to people, join in conversation or at worst, leave their house. Being able to start in further education or work is so far away from their reality at present. Being able to support their children effectively in gaining skills to transform their own reality in the future would also be difficult. No matter how many programmes that are

delivered in areas of multiple deprivation, unless identity capital is considered the base line of on as a fundamental baseline of parenting education, parenting behaviour and further successes may be unsuccessful.

It may take actions by an educator to support parents to “open curtains” (sometimes literally in someone’s home) and partake in dialogue to raise “consciousness that is understood to have the power to transform reality” (Taylor 1993 p.52).

Chapter 3.

Methodology

Purpose

Parenting education is often the start of a journey for many adults who have previously experienced multiple barriers in accessing education and training. For many parents this may well be the first time they will enter a learning environment since leaving school, and could be the first time they have the opportunities to be aware of their attitudes, beliefs, motivations and perceptions about learning and themselves.” (McGinvey 1993 p.6).

Funding for parenting programmes such as in Flying Start has the overall objective of increasing skills of children to in the long term; tackle the problems of inequality, and focussing income inequality by raising educational standards.

The work of Freire (1972), Gramsci (1972), Lovibond (1998), and Knowles (1998) discussed the ideas of adult learners self-identity, maturation of thought through learning, development of critical and creative thinking and controlling and transforming their world. Identity capital can be argued as the very first step in creating a person who can be “successful”. It focusses firstly on the “being” rather than the “becoming”, which can be argued as the starting point for many of the parents who attend parenting group in Flying Start areas.

Parenting group educators are viewed in literature pertaining to funding and research as parenting support workers, or facilitators, instead of naming them as specialist *educators* with a specific set of skills in adult education. It is a valid and research topic in the field of post-compulsory education and training as it gives credence to

the important set of skills educators possess in this area as they are sometimes the first contact with adults who are not formally considered to be “learning”.

Research Aim and Objectives

The aim of the research methodology is to understand how the actions of educators in group environment support a change of consciousness, and to measure the change of self-esteem in learners, as underpinned by Knowles’ ideas on how a person matures through learning.

The objectives of the research methodology are to:

4. Chart the differences of the parents self-esteem pre and post starting the group.
5. Explore whether there has been a change in consciousness as underpinned by Knowles’ concepts
6. Identify, through learners experiences, *what* and *how* the educator supports this change.

Approach

A case study looking at three focus groups of parents in parenting groups was used to provide an in-depth study in a “single instance in an enclosed system”. This describes parenting groups as “enclosed” in the culture and environments of a group situation. (Opie, 2004 p.74). The “single instance” does not mean just one group of learners, and can “penetrate situations in ways that are not always susceptible to

numerical analysis” (Cohen et al, 2007 p.253) It is always descriptive and detailed and with a narrow focus. (Gorard and Taylor, 2004).

Limitations include difficulties in drawing cause and effect conclusions from the data (Shaughnessy et al, 2003), and a potential for bias. They also states that it may not be generalizable (cannot generalise to the whole population of parenting groups), and not easily open to cross- checking (Cohen et al 2007). It does serve a purpose in areas such as this study because it is new research in this area and acts as a simple starting point for further studies.

A mixed method approach was used for the study as it would produce high quality empirical research in this subject of education.

Using both qualitative and quantitative data reduces biases associated with each method if they were to be used separately. Using a variety of tools to answer the research question can lead to a more complete answer (Bryman, 2008), and can lead to a more understood and exploratory view of events. Quantitative research methodology, the use of numerical data, is useful for describing how a hypothesis is justified, and data collected can allow the researcher to generalise or make inferences (Cresswell, 2002). Qualitative methods are used to collect textual data and make interpretations. While numbers can be used to summarize qualitative data, answering qualitative open questions, such as ‘why? what? how?’, requires rich, contextual descriptions of the data, what is often called "thick" description. It gives a breadth and depth to the research question. Using qualitative approach can also show a transferability instead generalizability, allowing the reader to make their own connections between their own situation. (Borrego, Douglas and Amerlink (2009).

Using different methods on the same object of study would be classed by Cohen *et al* (2007 p.142) as *methodological triangulation*. By using two or more methods directed at different aspects of the “wider phenomenon being investigated” (Gorard and Taylor (2004, p 46), can be a way of validating data collected in research (Measor in Burgess, 1983) and also a way of reducing bias (Cohen *et al*, 2007). Although some research believes this is not the case (Silverman, 1983, Fielding and Fielding, 1986), it is generally accepted to be a valid approach to most research.

A hypothesis is a relationship between two variables, or an “educated guess”. They are “statements between variables and they carry implications for testing the stated relations” (Cohen *et al* 2007 p.14). It can organise the researchers efforts, understand the problem with greater clarity, can be tested, and enable the researcher become objective (Kerlinger, 1986). Gage (1963) in Bennett (1973) p.14, states *any* research “must achieve clarity and testability if it is to receive serious attention”. It can be argued that there is no need for a hypotheses (Kincheloe, 1993); but as Bennett (1973) states, a hypothesis is inherent in any research activity, not just for positivist research.

An operational hypothesis could be *directional* or *non-directional* (Cohen *et al*, 2007). If self-esteem increases, this would be *directional*. If it inferred there would be a difference in the self-esteem, then it would be *non-directional*. As there is a proven link between groups and self-confidence in the literature review – an assumption that the hypotheses would be directional. There is an *inference* that actions from parenting educators will increase self-esteem and that this would show a change of consciousness in learners. An increase in self-esteem in this situation would be

linked to a learners' self-concept. Therefore the study looks at a *positive or negative evaluation* of Knowles' (1998) ideas.

The *fully operationalized* hypothesis would be:

Self esteem, as underpinned by Knowles' (1998) ideas on 'self concept and how adults learn,' increases in parents who attend parenting group due to actions of parenting educators inside and outside of the learning environment.

This could produce a *null hypothesis*, which shows there is no relationship between variables, or an *alternative hypothesis* stating a correlation (Opie, 2004) between self esteem in learners and parenting educators actions. The *alternative hypotheses* is only supported once the null hypothesis is not supported (Cohen *et al*, 2007).

The Focus Group:

A focus group is a form of group interview that are useful to gather data quickly at a low cost, encourage people with literacy problems, and to test the hypothesis (Cohen *et al*, 2007). Freire (1970) work also advocates focus groups as a way of ensuring that the learners are subjects of their own story rather than objects in the authors research (Liamputtong, 2011). This would be in contrast to semi structured interviews, as it is more relaxed, and develop a sense of ownership and create potential to explore topics from different angles (Kaehne and O'Connell, 2010). Cohen *et al* (2007) state it focuses not on the backwards and forwards interaction

between group and interviewer but sees the interviewer as a facilitator for interaction of the group. This comes from the non-directive form of interviewing, in which the skills of the researcher are paramount. Using group interviews does not mean individually interviewing each member but to “*facilitate a comprehensive exchange of views in which all participants are able to speak their minds’ and respond to the ideas of others*”. Walker (1985, p.5). They help explore complex behaviours and support people to express their thoughts and feelings (Mitchell and Brannigan, 2000).

The focus interview is succinct from other types of interview because the persons involved have been involved in the same situation, the researcher has arrived at a hypothesis, and it is focused on the subjective experiences of the respondents, giving rise to further hypothesis during the course of the research. Therefore although a simple hypothesis is seen at the start of the research, many further hypotheses may come from the interviews. (Merton and Kendall 1946). The limitations of focus group interviews can be due to “group think” (Janis, 1971), therefore standardising the questions is important, and allowing each member a voice. The moderator (the researcher in this case) must also be able to flow, and check the answers by using other question and become part of the dialogue. By also using participatory techniques this counteracts this type of invalidity.

The Pilot Study

The educator used a pilot study to increase “reliability, validity and practicability” of the whole research (Cohen, Manion and Morrison, 2008 p.341). As Opie, (2004)

suggested, it helped to assist the development of open ended questions, the design of the letter of introduction, the ordering of questions and the reduction of true responses. It was possible to work with learners in the researchers own established groups to facilitate a pilot study a few months before the actual research itself. A recorder device was used with learners' permission to reflect on the process. The main findings of the pilot was that the questions needed to be simple forms which then "dug deeper" by using probing questions. The timing was also important as the pilot was lengthy and the learners stated that it was too long. Reference to the finding and change of the research will be discussed at different stages throughout this chapter.

Sample

There was choice of twenty two groups in the area and three groups would give enough evidence to ensure validity. A random sample of three groups was chosen out of a hat. This was described by Drever, (1994) as a valid way of collecting a random sample of this kind.

The limitations for using a small sample for research in this area would be that it would be impossible to generalise. It can only allow *estimations* of differences between the sample and the population of "parenting group attendees" as a whole. It also only looked at groups run by one team, although there are other agencies who also run parenting groups.

Environment and Group Characteristics

A random sample of three parenting groups in Flying Start areas in South Wales area were chosen for this study. The majority of the learners had young children. These groups were run by experienced “Family Facilitators” working in Flying Start areas as part of the Prevention and Early Intervention (PEI) Team as part a Local Authority Poverty and Prevention Department. All educators had at least a Level 3 qualification in aspects of supporting parents and varying levels of study as educational facilitators. All were experienced group facilitators with the average range of three years’ experience in group work in disadvantaged areas with vulnerable parents. All had attended facilitation training on the various Parenting Programmes deemed fit for practice in these areas. As well as running groups, the facilitators also worked on a one to one basis with the most “in need” parents.

All groups are focussed on *learner-led needs*. The educators would assess what was wanted by the parents through meeting them beforehand (sometimes putting weeks, if not months of work with the parent before them agreeing to attend group). They chose a Programme or use tools from many programmes to fit the needs of the adults within the group. Group characteristic can be found in Appendix 1.

Sample Representatives

It would be nearly impossible for the researcher to show a true view of the parenting population within the area of South Wales by researching three groups. There is however a number of ethnic minorities, men and women attending the group of all

ages. The sampling in terms of age, ethnicity, was not researched as part of the study. It would not be ethically acceptable to gather this type of data for the study as it was agreed it was not needed to form conclusions. Characteristics that would be used were gender and the duration of group attendance.

Sample limitations include the groups being varied, and were at different stages of support. Also they were facilitated by different facilitators and there were different programmes run in all groups. The culture and ethos of every group would be different. The importance would then be led by the standardisation of questions and data collection.

Timescale for research

The research will be conducted over a two week interval. Firstly the researcher visited the groups to explain the research and give out consent letters and questionnaire. This approach was decided after the pilot study participants stated that combined, the questionnaire and focus group took too much time and their train of thought wandered. The research was conducted in the second “term” of group work, between January and March. Most learners had attended the previous term, apart from Group A and new starters in other groups.

Internal Threats to Validity and Reliability.

The researcher will intend to take the sessions to ensure integrity, and anonymity which is part of research ethics (Sharp, 2009). Being the moderator of their own research causes problems in bias and could cause issues with validity.

The moderator was aware that they could be seen by the reader as an unreliable as they would have bias, because of their work in the PEI Team, and that it was their own research. The researcher understood the issues of reflexivity and how their interpretation on the encounter with the groups, and their questioning could influence the data analysis. The moderator was aware of Hawthorne Effect whereby just because the researcher shows interest in learners, they would produce more favourable scores; the Halo Effect whereby the researchers cognitive bias would want the learners to “do well” (Lai et al, 2013), and also “Confirmation Bias” (Dooley, 2013) which is the tendency to put more faith in information that agrees with what we already believe and discount other opinions.

The researcher has seventeen years’ experience as a reflective practitioner, both in education, health and social sciences. They have taught the subject of reflection to nurses, and college students and in group settings. They are able to be reflexive, and study their own relationship as a researcher and the research relationship to get as close to the true answers to “truth” as possible and have done so to ensure reliability and validity of the study. The researcher believes in:

“a process of research, education, and action...in which the distinction between the researcher and the researched is challenged...working with members of communities that have traditionally been exploited and oppressed in a united effort to bring about fundamental social change” (Brydon-Miller, 2001, p. 77).

Research Design and Methods

To understand the methods and design of this study, the author divided the section into the objectives of the research methodology. On the initial visit to the groups, consent forms and confidentiality was discussed. This research would not be traceable to the geographical data, and would only be kept by abiding by Data Protection laws, and Local Authority policy on research and client confidentiality. Questionnaire data and audio transcriptions would be destroyed when it is no longer needed. (The cover letter explaining to the learners can be found with a blank questionnaire in Appendix 2.

1. Chart the differences of the parents' self-esteem pre and post group.

The first phase of the research used a questionnaire designed with *category and list* closed questions indicating *time in groups*, and *gender*, to ensure high level of validity for questionnaires (Shadish, Cook and Campbell , 2002).

The advantages over other forms of collecting data are that questionnaires are easy, costs less time and labour. The advantages of using only two independent variables was that these would be the only other data that would show interesting correlations with the objective of charting pre and post self-esteem scores. It was also used for its simplicity due unknown levels of literacy in the groups. The questionnaire was impersonal and anonymous (only asking for a nick name or initials) as this helps solicit more valid results (Opie, 2004).

To chart the pre and post differences in self-esteem The questionnaire was designed using, Rosenberg Self Esteem Scale (RSES). This four point Likert-type scale acts as a guide in the health of a persons' self esteem. Other scales were considered such as Coopersmiths' Self Esteem Inventory (1981), but it was considered too complicated for this study. RSES has been tested as reliable and has been used in social and scientific research for nearly fifty years. It has also been used cross culturally (Schmitt, D.P and Allik, J. (2005) . It has ease of administration, and brevity (10 items), and scoring is evident.. and is also seen as having a unified and coherent structure (Bagley, Bolitho and Bertrand, 1997). There is a variety of evaluations for parents, but the researcher wanted to keep to the essence of the parent being an adult learner first, rather than be measured as a "parent".

The number of positive and negative statements in RSES ensures *face validity*, and was originally compiled randomly and *discriminative power* of each item was tested. This ensures that the questionnaire is consistent and reliable (Brown and Dowling (1994). It is common to use a five point Likert-type scale that can be measured from one to ten from 'strongly disagree' to 'strongly agree'. Some respondents opt for the easy answer, which is 'Neutral' (5). To prevent this, RSES uses a four point scale. There are some issues regarding the scale, such as no neutral point (there are four possible answers rather than five), as in most Likert scale questionnaires, which could be seen as "pushing" a respondent into an opinion, but it can also provide a basis of choosing a negative or positive response which can be beneficial for data analysis.

This format would not answer the full hypothesis, as questionnaires do not show what people say, not what they do or are, and they also do not show how people think, or how they construct meanings (Brown and Dowling, 1994).

Validity and Reliability of Pre and Post Questionnaires

Validity is the “best available approximation to the truth or falsity of a given inference, proposition or conclusion” (Cook & Campbell 1979 p.180)

This indicates the need to ensure truth of any given method of research. The main issue that clouds validity of pre and post questionnaires is the ‘response shift bias’ (Howard & Dailey, 1979), as presented by Klatt and Taylor-Powell (2005) as the “change in the participants metric for answering questions from pre test to the post test due to a new understanding of a concept..”

The change in thinking during a set time may not be gathered in the pre questionnaire as learners may not understand the whole purpose of the measurement, due to their lack of knowledge at the time, thus having a negative effect on the scorings. It would lead to the likelihood of underestimating the effect of the learning experience on the participant (Colosi & Dunifon, 2006). It is also worth noting that “post” in this study is does not mean “at the end” of the group. It is named post to indicate the difference between the present and the past.

Using a Retrospective Pre-test (RPT):

The RSES was used as a retrospective pre-test and post test in this study. This could be argued as providing a more valid measurement of the views of the learners' perceived changes in their attitudes about themselves, and is backed up by studies by Davies, (2003) and Rockwell & Kohn (1998) as not being subject to response shift bias. Goedhart and Hoogstraten 1992; Lamb 2005; Pratt, McGuigan, and Katzev 2000 state that retrospective pretesting shows a closer match to what educators observe in the participants attitudes, knowledge and skills. It also is very useful for time constraints in groups of learners. It also is supported as a better tool for capturing data of a learners' *view* and *perception* of their progress, which is the purpose of this study as pre and post questionnaires usual goal is generally viewed as useful for gathering data outcomes (Colosi and Dunifon, 2006)

Threats to validity of using this model include a desire for participants to show positive change, and that it challenges traditional methodological logic (which can be argued is not a bad thing), since both pre and post data are collected after the intervention. It also may introduce issues surrounding learners' memory recall, and the possibility of fabricated and biased responses as identified by Orne (1962). It could also be perceived as less rigorous, and therefore less convincing, than other approaches (Lamb, 2005 p.18). To lessen the issues the researcher developed rapport with learners before the study, and ensured that the educators are not present on conducting the questionnaire and focus group (ensuring less desire to please). The memory recall would be the same issue as not understanding the reasons for the questionnaire (as seen in the pre-test) and the same issues would

arise method was used in terms of fabrication. The lack of rigour would be backed up through triangulation and using the focus group.

2. Explore whether there has been a change in consciousness as underpinned by Knowles' concepts

To test this part of the hypothesis the focus groups were asked five standardized questions based on research into Knowles' statements. (Appendix 3). Taylor-Powell (2002) suggests that crafting questions that order and flow is important to prove *discriminative power* (Brown and Dowling, 1998). Open-ended, standardised questions were used to allow a high level of participation. During the pilot study it was evident that learners didn't answer the questions fully therefore a more flexible approach to questioning was also used. As the role of the investigators in dialogical research is "to facilitate the production of knowledge for and by the subjects" (Padilla, 1993, p.158). The moderator used Contextualising questions to help gain the perspective of learners, and Interpretative questions to clarify meaning of responses. Limitations of using such an approach was that the group could steer off course, take too long or become difficult to manage. On balance the choice was to allow the discussion to flow naturally and give enough freedom for interactions to move in directions that were not expected. It allows the group to put more emphasis on the areas of most importance to them (Liamputtong, 2011).

Because of the pilot study, the researcher found that sticking Post-its of their answers to the questions on a Participatory Tree Diagram created a stress free environment for the less confident group members.



The group itself relaxed more if the researcher was busy writing Post-Its rather than giving eye contact. It also gave a chance for the researcher to highlight main points that the group felt were relevant to them. The author believes this to be better than having a natural observer to cross check, for validity (Cohen et al, 2007) in this environment, as it could possibly prevent more sensitive responses. It would also provide the starting point for coding the findings which was ethically sound, democratic, group led and participatory.

3. Identify, through learners experiences, *what* and *how* the educator supports this change.

In participatory research, all participants are involved as knowing subjects who bring their perspectives into the knowledge-production process. By using participatory techniques, it would be possible not only to engage the focus groups actively, but also be able to be true to the whole purpose of empowerment (political), different modes of understanding (cognitive) and proposing new alternatives (instrumental) (Rahmena, 1992). This technique emphasizes Knowles' (1998) concepts of learning and self-concept with the educators' role.

A "Tree Diagram" (Mills, 2003) was used to highlight the learners perception of the values placed on the actions (the *what* and *how*) of the educator. the branches showed questions asked by the researcher, but they added the question "**So what did the educator do to support you to feel this way about yourselves? How did they do this?**" after every section of questions (Appendix 3).

Using "Sticky dot voting" (Mills, 2003) collected a measurement of what was more important to the group. Voting puts the value (weight) of the actions that were most valuable. Each learner had ten sticky dots and was able to weight their votes on what they valued the most in terms of the actions of the educator. For the purpose of fairness, a "don't know" Post-It was placed by the researcher to ensure that the learners were not pressured into making a decision, thus making the data more reliable. Being group led, increased the validity and reliability of the research.



Analysis of Data

Questionnaires are usually numbered in order and can be seen as “nominal”. Likert-type scales such as Rosenberg Self Esteem Inventory (RSE) are ordinal data and there is no set way of coding them. The RSE comes with a scoring framework (Appendix 4) which allows for this data to be analysed. The pre and post scores in self esteem were correlated with the other variables, such as time in group and

gender. The advantage of this is that it provided interesting data that adds weight to the hypothesis and different perspectives on the data.

The questionnaire data was analysed using descriptive statistics. Hall (2012), states the best measure for Likert scales is to use *mode*. The researcher experimented with the various descriptors whilst analysing the data. It was illogical in this instance to use *mode* measurement. Due to the extreme scores (high variance between min and max in both groups), it would have been inaccurate to use *mean* as a descriptor as this would “pull” the scores to the most extreme data (can be seen in “Weeks in Group” column specifically.) .The advantage of using median as the measure is that it is a more realistic descriptor of the average time in group and differences in score, especially as one learner had been in a group for two hundred and eight weeks. The questionnaire alone would not test the hypotheses, but is part of the triangulation.

A scatter graph was used to show the relationship between the data, and basic bar charts were used to show pre and post questionnaire scores.

The focus group discussion was transcribed and was used to mainly gather the qualitative data. Opie (2004) advises only to use transcription if necessary. The researcher did not to transcribe the whole session, but only to meet the need for analysing data needed for Objective 2.

The researcher familiarised themselves with the audio recording, by reviewing and repeating it at various times and on different days as to see the data from different perspectives of time. A coded framework for qualitative analysis was used (Ritchie and Spencer 1994), from the transcriptions. Priori codes were developed before

examining current data (Johnson, 2013) and came from the literature review which highlighted the main ideas that described each of Knowles' statements (Appendix 5).

As suggested by Löfgren (2013), the researcher looked for codes that were repeated, surprises in data, importance to the hypothesis, or a theory or concept used in this study. The researcher decided to keep this section as a purely qualitative piece of analytical data due to the depth of the answers received. To turn the data into statistics or graphs would mean it would lose a lot of the meaning from the text.

Analysing Objective 3 was completed by using Sticky dot voting to understand how and what the educator does to support the change in learners was completed by finding categories that were similar in each group. It was noted that some of the participants that completed the questionnaire did not attend the next session to be part of the focus group and voting, hence the difference in numbers in the analysis. Because of a lack of literature in this area, the researcher used what they perceived to be the most appropriate wording codes. This is inductive coding (Johnson, 2013) and is used by the researcher directly examining the data (Appendix 6). Another coding framework analysis was used to collect this data (Appendix 7) and to count the votes from each inductive code.

Graphs were then produced to highlight the various correlations between groups and the dependant variables. There was also the ability to analyse the quantitative data from the voting, which was in line with the decision to use mixed methods. These were created using bar charts for clarity.

There is always a threat to the interpretative validity of using any form of qualitative data, especially when using inductive coding. "Description is not neutral. It is an

interpretative result of an interpersonal engagement with other human beings, and ethical problems are bound to arise” (Eisner and Peshkin 1990 p252). The ability of the researcher to be aware of these issues can ensure a well grounded interpretation of the results and conclusion. The researcher then compared the groups, and matched the codes, by looked at testing the hypotheses as a whole. This is called cross-tabulation (Brown and Dowling 1997).

Chapter 4

Results and Analysis

Objective 1. Chart the differences of the parents' self-esteem pre and post starting the group

The primary test of the hypothesis was to analyse the questionnaires and identify if self esteem had in fact increased in learners who attended parenting groups.

The table shows group, gender, time in group, pre and post RSES Questionnaire scores. The [*] identifies learners who were not present for the focus group interview and vote. It is worth re noting that scoring in the RSES Questionnaire ranges from 0 (low self esteem) – 30 (high self esteem).

The minimum and maximum questionnaire scores are tabled below which indicate on face value that here has been an increase in all groups in relation to self esteem.

	A	B	C
Pre	17	16	7
Post	20	23	19

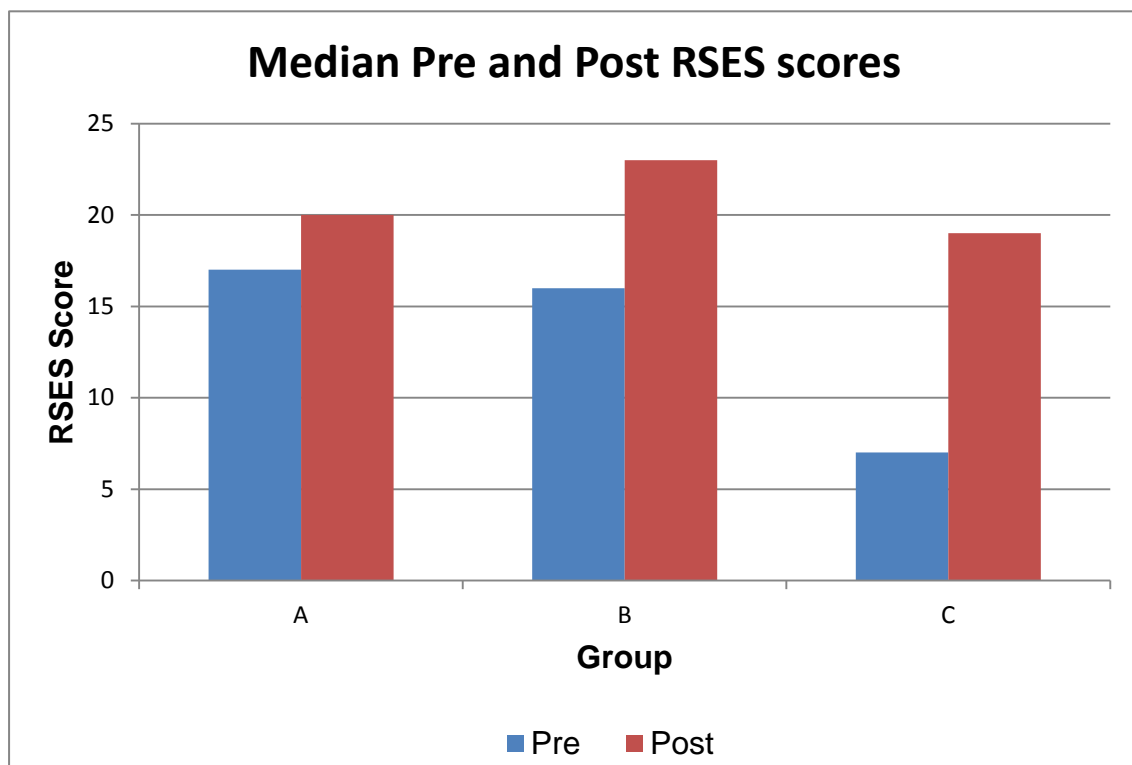
This infers that there has been an increase in self esteem scoring by using the RSES questionnaire.

Table of Questionnaire Results.

GROUP	GENDER	WEEKS IN GROUP	BEFORE SCORE	AFTER SCORE	SCORE DIFFERENCE
A	M	5	19	21	2
A	M	14	17	17	0
A	M	7	14	18	4
A	M	4	19	20	1
A	M	5	20	22	2
A	M	5	12	19	7
A	M	6	4	29	25
B	M	2	9	23	14
B	M	34	10	17	7
B	M	208	2	30	28
B	M	104	16	26	10
B	M	21	19	20	1
B	M	12	22	16	-6
B	M	104	19	21	2
B	M	16	20	30	10
B	M	26	18	30	12
B	M	208	14	19	5
B	M	8	9	23	14

C	F	78	12	19	7
C	F	12	7	20	13
C	F	156	3	25	22
C	F	2	7	14	7
C	F	1	19	19	0
C	F	4	18	25	7
C	F	82	5	18	13
	Mean	44.96	13.36	21.64	8.28
	Median	12	14	20	7

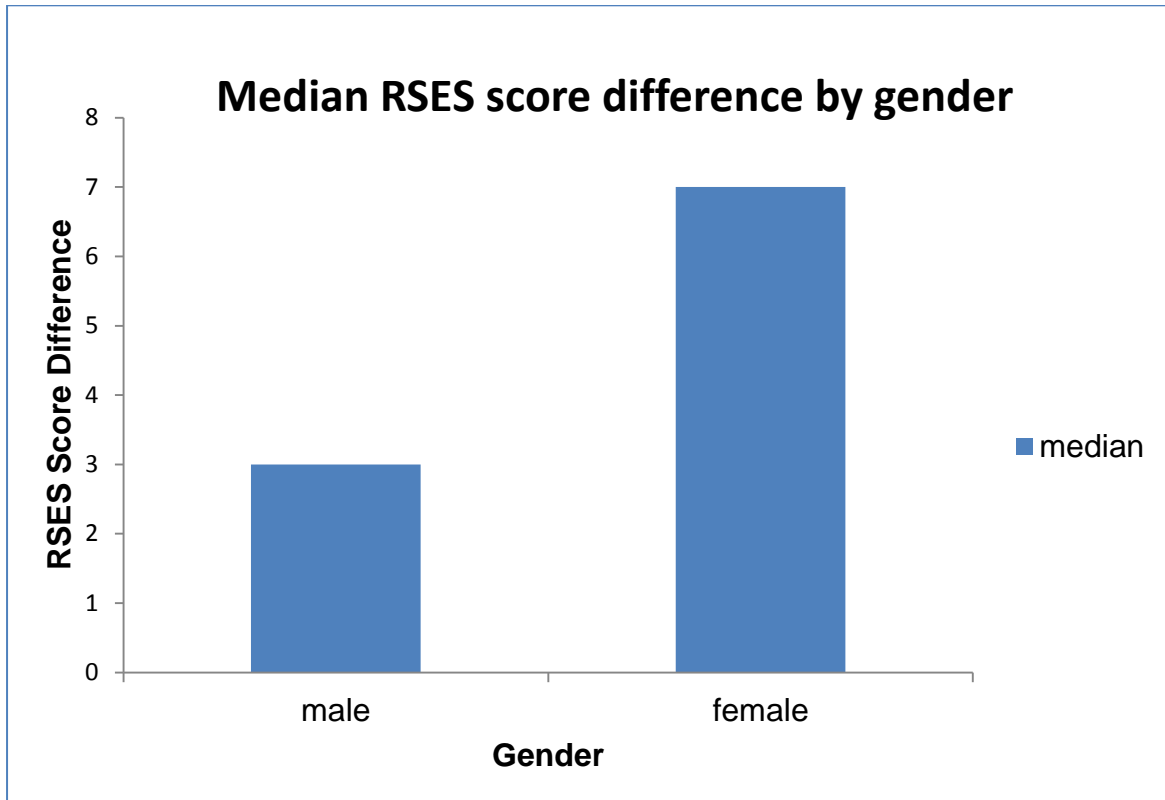
The median score of both pre and post score on the RSES Questionnaires are as follows.



This shows that there is an increase in all groups in their perception of their self-esteem before coming to group and after coming to group. It could be suggested that self-esteem has increased since starting group. Group C seems to have had the most of the increase. This could be related to many variables such as the type of programme content, skill of the educator and the readiness to learn, and situations of the learner.

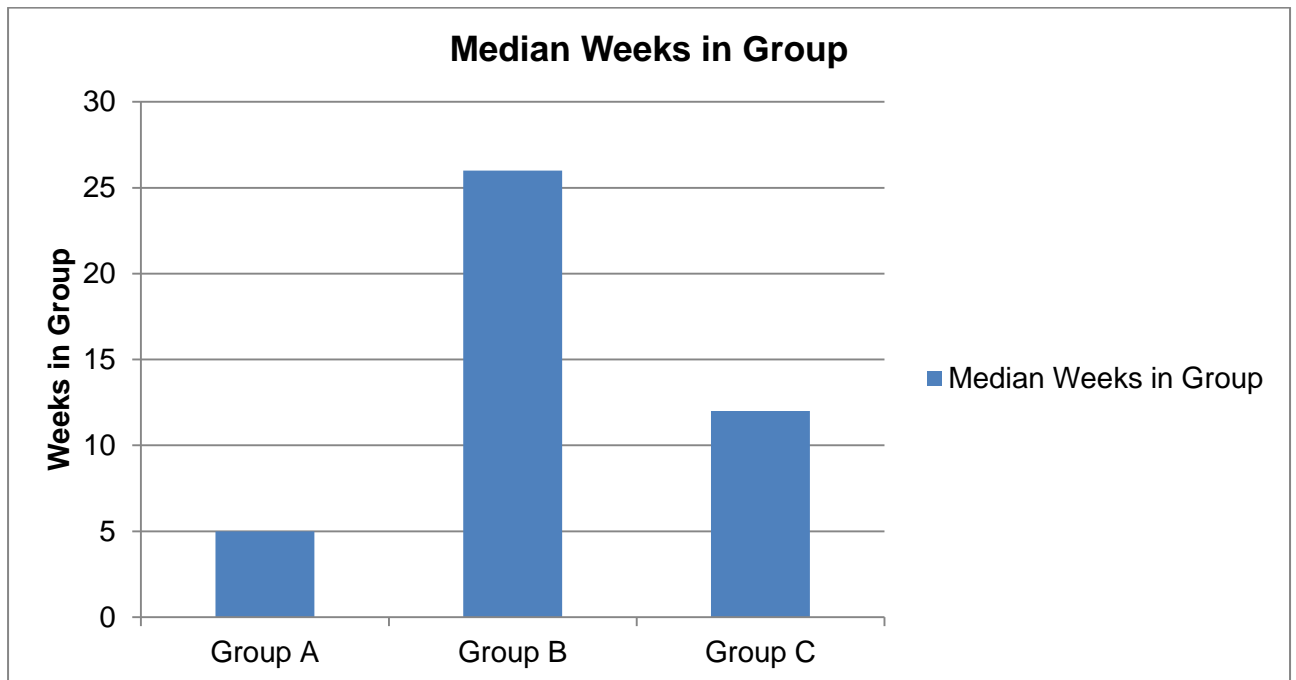
Median Score Difference by Gender

	Male	Female
Median	3	7

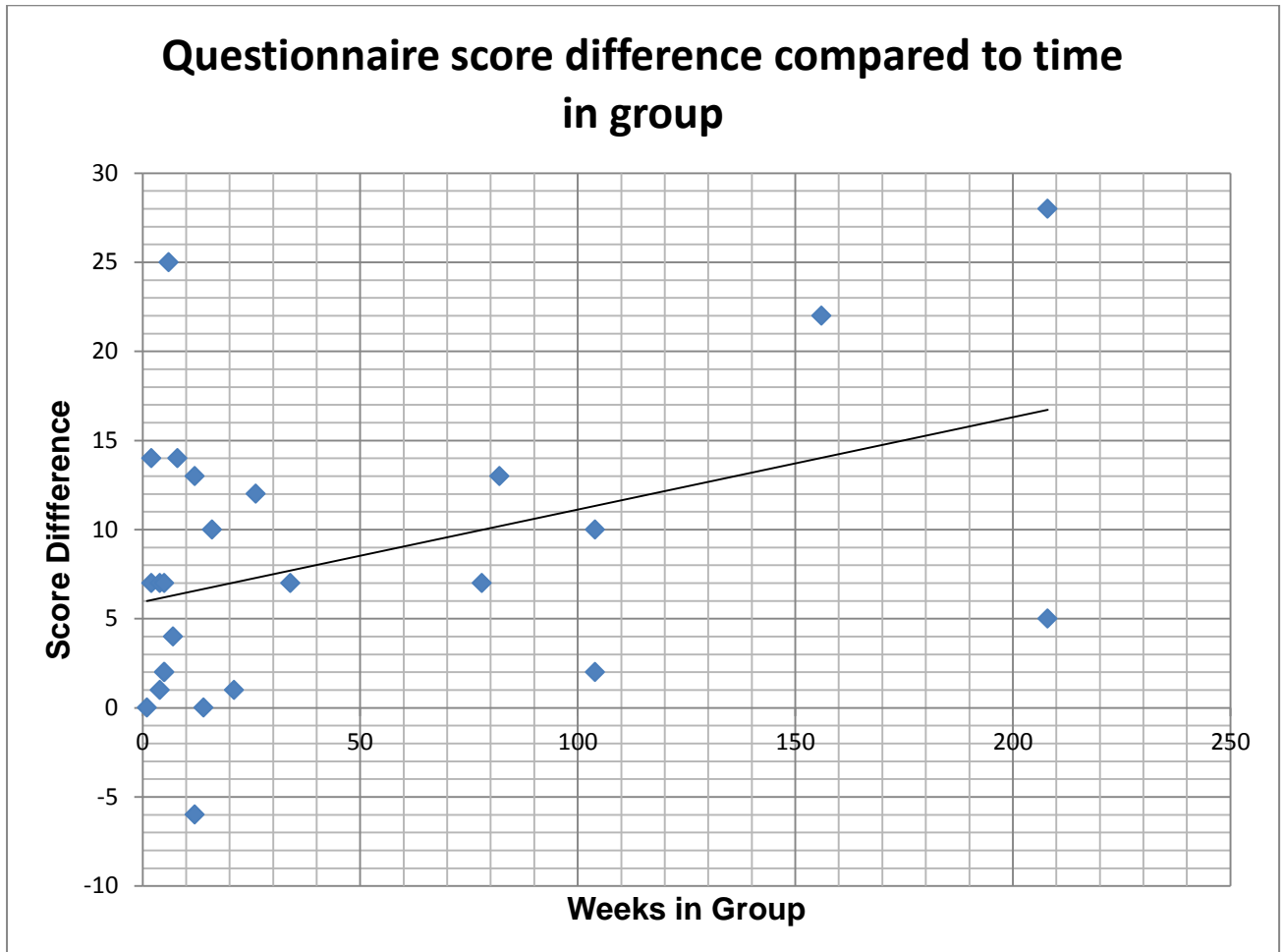


Although there were more males in the study than females, the graph shows that median difference in scores was nearly double in females. This could suggest a higher level of self esteem in females from group attendance. However, there are other factors that would influence this data. Group C who were the only female group had just completed elements the Pacific Institute STEPS (2012) programme. Other factors (educator character, skill, learner emotional starting points etc.) would also influence this data.

The time in group compared to the RSES questionnaire score difference gives an insight into whether there is a relationship between self esteem and time in group. Firstly it would be useful for the study to plot the median weeks in group as to use this variable in further analysis.



This shows that the female Group C has double the median score of group A. There is a significant difference in Group B data, as some of the male group members had been attending group for a longer period of time.



The graph shows that there is a positive relationship between self esteem and time in group. However, this does not necessarily show causation. There are a number of factors not included in this study that could have caused some of the variation in score difference such as skill educator, programme delivery and content. This is an area that may warrant further investigation and analysis.

All data collected, points to the increase in self esteem in learners who come to parenting group. It suggests that there is a link, but this data alone cannot prove the hypothesis.

Objective 2. Explore whether there has been a change in consciousness as underpinned by Knowles' concepts on how adults learn.

In the hypothesis, self-esteem is underpinned by Knowles' (1989) ideas on 'self - concept and how adults learn' which deal with aspects of a change in consciousness of the learners. To test the hypothesis further, the audio recording was transcribed and then a coded analytic framework was completed to collect text in the recordings that were similar to the theory set by Knowles (Appendix 5). The findings from the framework explores if there has been a maturation in learning based on the self. This suggests change in consciousness. Note that the first statement of Knowles is the one that links self -concept with self -esteem. "(R)" in the quotations denotes the researcher. The letters (a), (b), etc. denote each member of the group.

1: [Their] self-concept moves from one of being a dependant personality toward one of being a self-directed human being

Knowles is suggesting here that self-concept is increased when a person becomes self-directed (independent). Self -concept (how we think of the self) is linked closely to self-esteem (how we value the self).

This question produced clear similarities between Group A and B in their thoughts on internal locus of control and self-direction. In both male groups showed initial resistance to learning. Group B produced a discussion in how a learner now

perceives his ability to accept knowledge that may change his perception of a problem and it shows how there is a high level of internal control and self direction:

“... (e) if someone wants to give me advice, it’s up to me if I want to take it. If it’s good I will take it...maybe I could try it that way, that’s what this group is all about.” Group B lines 10-13

“(R) Would you say then that you’ve allowed you pride to open a little bit? (e)Yes. Definitely. (R) so the walls...(researcher moves their palms in a lowering motion)... there? (e) Yeah. It’s more of a netting now. I do let a lot more things through, to what I used to be”. Group B lines 40-41

This quote shows the ability of the learner not only to accept new ways of looking at his world, but also the use as a filter, which shows the ability to be self-directing.

Life choices and good decisions were linked to group support in all groups. These were quite significant life choices, which included working with the police after being harassed (Group A), working with Social Services for access to their children (Group B), not using aggression, bringing issues related to parenting to the group to find answers (Group B and C), and managing difficulties in relationships.

There was a suggestion of dependence on the group rather than the educator as a unit of support in male groups, even in Group A which was an initial group and only six weeks in duration. Group B used words such as “we” and “us” to denote the group as a whole, not using the terms to separate the educator and the learners.

The discussions suggest that all groups related to dependence on the group for thinking about life choices, and the independence of the learner for action (behaviour).

As suggested in the literature review, dependence to independence can be non-linear and is unpredictable depending on the situation of the learner.

Group B claimed that coming to group helped them with filling in forms associated with welfare and benefits. Although still unable to complete the form, one member (b 143-144) felt able to complete half of the forms with the help of the educator. This again shows that the movement from dependence to independence is non linear and is situation specific in learning.

As Group A, member “b” states in the transcription with relation to input from Social Services on his family:

“I’ve always been independent. It may sound strange but I’m feeling more dependant. I’ve got Social Services involved now I’m having to do things their way rather than my own... I said to (Educator)- I’ve never really thought about it.....My way was the only way I’ve never took a step back and thought about it. Group member (b) line 5-9.”

Note the underlined words. This could imply a change of schema (Knowles’ Statement Number 3) which relates to a change self-awareness that is needed by a learner to change their world. They are also *thinking* about their world in a different way. This fits into Friere’s idea of *praxis* whereby action is based on certain qualities

of what is believed is the *truth* about their world and how a person decides what course to take based on those truths (Smith 1997, 2002).

It also ties in with Krull (2003) idea that learning is not linear, and cannot be modelled through linear planning (such as pre set programmes for parenting). The absence of any reference to the delivered parenting programmes or tools in this section, could show the group members felt the change of consciousness in terms came from dialogue within group, rather than prescribed programmes of learning. This could support Krull's suggestion the development of a human cannot be set with aims and objectives "from an ideal of education proclaimed or imagined by some authority" (Krull, 2003 for UNESCO, p.8.).

Group C who were all female felt more independent in managing behaviour of their children. The group also stated they were more dependent on others making decisions about their lives before group and how this has changed.

The interesting finding in this section was related to how in control they felt with relation to feelings. Feeling vulnerable was discussed in all groups. But both male groups highlighted *anger* as being an emotion that they have learned to control since coming to the group without prompting. They both relied on the educators and group members support to overcome these emotions. As one learner stated:

"....(d) Basically women let their emotions control them more than a man can. (R): I'm gonna disagree on that! (laughing). (d) nah.[women] let their emotions come out not just [in] anger.....Culturally boys aren't able to show emotion." Group B line 61-64

Group C highlighted the emotion *fear* as a determinant as to how independent and in control of their lives they feel:

“ I was so scared of messing up. I was so scared of being a mother and getting it wrong. Trying to get a career for myself, failing, going to college... anything. Walking out of the door and trying to talk to someone and sounding like a plonker.” Group C (a) line 81-84

Male group participants seemed to predominantly appreciate the support of group and educators in controlling *anger*, and the female group discussed the value of group in controlling their *fear*.

2.[They] accumulate a growing reservoir of experience that becomes an increasing reservoir of learning

The hardest thing Groups A and B was realising that their parenting styles were in need of changing. Both also reflected on their own childhoods as markers as to why they reacted to their children:

“I was trying to bring my kids up as I was being brought up...and it was wrong...it was wrong. It’s taken a lot of years to realise that now..what I went through was wrong, you know, and my kids don’t have to go through it.” (a), Group A, lines 95-97

Group B used words related to the Programmes that were used in the groups. “Parenting styles”, “how a child’s mind works” were quoted as part of the conversation. This was backed up by examples of their parenting from some of the techniques used in the programmes (Group A 434-436 (c)). This is useful as although the programmes were not delivered with a high degree of fidelity, a change of schema was observed by the learners using the program tools:

“The impact is massive because you didn’t realise how they felt. You wouldn’t have had that knowledge to change either (c) its’ like all the stuff in the group we do, like how a child mind works, why a child will play up. It’s opened new doors for me anyway because, being here; a first time dad” Group A (c) 123-126.

Group C reflected on admitting that they needed help as being hard for them. The discussion implied their inability to show their family and community how they really felt as a parent, and how they would portray their world as perfect. It also implied a lack of support by friends who were unable to meet their emotional needs as a parent:

(d): “I don’t think when you come here you really want to admit that you need that help, because everything around you has been so perfect, like your friendssometimes your world isn’t... [it’s] falling down around you but you don’t want to admit to people that you may need a helping hand or someone to talk to just to get you out of that... feeling” (c) lines 148-150)

Double loop learning was evident in Group B as it focussed on a member who came to group for the specific goal of managing their child's behaviour, but now looks at his own life and goal to cut down on his alcohol consumption, manage his finances, live alone and manage his relationship with his partner more effectively.

*“Monday to Friday working. Saturday to Sunday drinking.
Monday to Friday working. (R) So was that hard to
change? Yeah.. Every once in a while either a woman or
man.. you need to blow out....like a child do...”. (d), line
132-135*

Group A and B stated group opened up more opportunities for other learning (Group A ,line 107, Group B, line 194). One member came to “get their children back” from Social Services and now runs the Credit Union in the group (and has their children living back home).

3.[Their] readiness to learn becomes orientated increasingly to [their] developmental tasks of their social roles.

There had been a lot of changes in how the learners viewed themselves. Group C provided a number of insights into how from the start of the group they felt like bad parents, to becoming a person within their own rights and gaining friendships. There were elements of distrust in so – called friends and again with how the world outside of the group viewed them:

“(a) You get so used to having a painted face when you walk out.. (c) it is, it’s like wearing a mask. (b) it’s not about your outer self though, it’s about your inner self, about how you feel in the inside, (a) even if it is putting make up on, or put a mask on, you do hide what you’re feeling inside” (c) Group C. Lines 152-156

There was also a clear indication from Group A member of realising that changing as a person came from them:

“(a) Yeah. It starts with yourself really. If you’re not gonna do it for yourself there’s no point” Line 175

As consciousness is raised, the “social role” of a parent becomes wider, and in an ontological sense, the learner becomes a being with their own needs and wants and how they exist (Knowles, 1989). Here are the examples of what was extrapolated from the data:

Needs Then	Now
Group A	Group A
Stopping shouting at the children	Understanding why they “misbehave”
Group B	Group B
Stop being isolated	Socialisation

Stop being depressed	Helping others
Getting children back from Care	Running Credit Union in group
Getting out with a baby	Accessing training
Group C	Group C
To stop being lonely	Enjoyment of group activities
Parenting and behaviour	Parenting and behaviour

This is seen in the sentence from a stay at home mother in Group C. She had only attended group for 4 weeks, and had attended some sessions related to the Pacific Institute STEPS Programme:

“(c) I know what I want in life now. I was sitting here thinking, is this my life? On my own all week.... so it’s got to the point it helped me to look at my life.. When I came here, I was taught about self esteem, I thought, I’m supposed to have a life as well... I have a right to do it.” Group C line 496-497

This suggests a freedom and change of life pattern (Moss,1990) from attending group. Again there is reference to thinking, the raising of consciousness. It also ties in with the argument that before a parent can focus on other aspects of their lives,

the need for building identity capital is the first step in the ladder to support and nurture their children (Pugh et al, 1994).

Only one parent who answered showed that their needs hadn't changed during the study. They came for child behaviour, and that's why they were still attending. There were a number of learners within the groups who were looking to learn new skills and to help others. This can be seen throughout the transcriptions and could be argued proves that because their social role as a parent has widened, so has their want and need to learn more about how they exist.

4.[Their] time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem-centeredness.

The main focus here was whether the perceived problem had changed and/or if they had started on the continuum of novice to expert in some aspects of their lives.

A father in group A told discussed how he had come to group to help deal with three children on his own, but how at the present time he felt anxious that he was being harassed by a family of an ex- partner in regards to contact for his youngest child. He explains how he may have dealt with the situation before, where he would have used violence to seek retribution but now thinks about and talks about his anxieties.

Dealing with anger was a problem that had changed in both Group A and B, as does the ability to recognise and name the tools used in the various programmes. So again, even if the facilitator uses some relevant and known parenting programmes for tools, if not completely ridged, there is learning and it suggests it proves to move the learners further along the Novice to Expert continuum.

All groups highlighted the use of program tools to support them in the ease by which they think of the problems in relation to behaviour. This highlights that they were learning techniques from the programmes and shows that they had started to find the roles of parenting, and forming relationships with others a lot easier. The word “tools” in this quote denotes the language used by the educator to show the varying tools of the programmes has been transferred to the learners. It may be unlikely that the learners would have named this a “tool” without learning taking place or consciousness raising.

“(c) Parenting. (d) dealing with the missus.. and family. (b) Accessing different tools to cope with different things. (f) I suppose realising that I’m not the only one in my position.. (R) so realising you’re not on your own? (a) (b) (d) (e) yeah. (e) accessing different tools to cope with everything.” Group B lines 442-444.

The quote also shows that the parents used the tools at specific times for the benefit of managing their children’s behaviour. This could be seen as a process whereby they have gone from subject centeredness to problem centeredness as they are

choosing which tool to suit a situation It also shows that tools are remembered and retained by the group, and used in everyday life without strict adherence to a specific program

“(R)what do you mean? (b) the traffic lights (Parent Line Plus ACT model) for a start. You start thinking about it, then you deal with the problem (a) the fountains (behaviour fountain) .. (b) instead of going on to him... I see and think instead of trying to calm him down, you can basically have communication. Sit down have communication, speak to them. Sit along side. Try to find out why he’s trying to do this behaviour. You’ve got a chance to rectify it, you look at the base (the pool of needs) instead of looking at the top (the spurts of behaviour). If I wouldn’t have come to group I wouldn’t have known nothing about it.” Group B, lines 446-452

Both Group A and Group C suggested that some problems faced were internal; how such as their perception or body image. Group C members illustrate:

The subject of child behaviour changed into a more immediate problem of how they view themselves.

“being me. Looking in the mirror, seeing who I am and thinking “oh that’s who you are today! Instead of looking in the mirror and thinking Oh, what a mess!.. (c) or not looking in the mirror at all (e) yeah!!” Group C lines 462-464

5: Motivation to learn. As a person matures, [their] motivation to learn becomes internal

This section looked at what way the learners felt successful about where they were now in their lives. As Wlodowski (1985) states, if an adult learner feels that learning has a personal value to them they will value it and be motivated to learn.

Success for the groups came through how confident they felt and how they were able to be more outgoing and in control. A male in Group C admitted being shy in nature:

(a) when I first came to group, I walked in there was quite a few people in here I thought God I don't want to be here.... I am quite quiet....I find it easier to cope with this type of situation. (R) so you were able to cope with social situations better? It feels like you are not coming to a group, it feels like a laugh. Group C lines 487-491

There was also success in managing personal relationships and asking for help:

(e): "I'm a better father to my son (d) In more control (R) yeah? In what way? Dealing with my daughter more than anything. (c) If It wasn't for (the educators), I'd be stuck in my old ways... I'm more outgoing, I've come out of my shell more (a) confidence.... I can go to (the educators) and say look, I'm stuck on this form can you help me please?"

The first part of the hypothesis shows that through testing both self-esteem and Knowles' ideas on self-concept and how adults learn, shows an increase in self-esteem in the group, and that there has been a change of consciousness that suggests adults have increased their self-concept, which is irrevocably linked to self-esteem. It can be if there is are positive signs of adult learning underpinned Knowles work, and the codes prescribed in the methodology, there would be a positive increase in self-esteem. As discussed there has not been a study in this area that evaluates whether parents in groups as adult learners increase from any type of educational measurement. and looks at their transition. It also shows that even without strict fidelity to run programmes as they are written, there is evidence that learning and transformation takes place. There are also suggestions that there are other activities happening in group other than learning the programme, such as help with forms, debt, relationship advice etc.

Objective 3: Identify, through learners experiences, what and how the educator supports this change.

Self- esteem has increased in the groups mentioned, and is underpinned by Knowles' ideas on how adults learn, including the movement of self-concept from dependant to independency.

To complete the hypothesis, it was important to find out what (if anything) the educator does to facilitate a change in the learners.

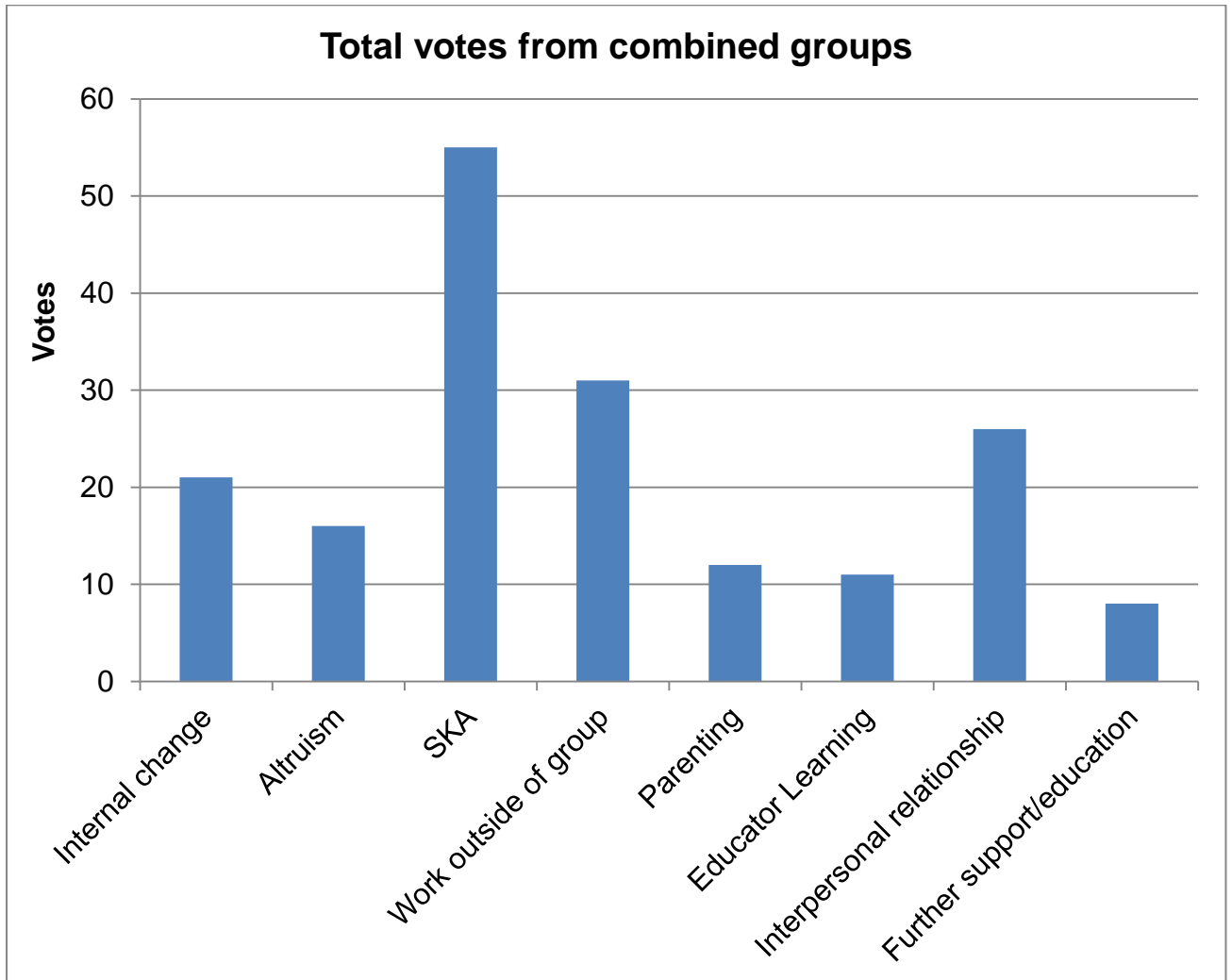
The three groups were analysed using the tree diagram in each group, and the responses of the learners in relation to the question of "How did (the educator) support you in thinking this way?" and ten sticky dots were given to each group member to place a vote on what they valued the most in terms of the actions of the educator. The results and coding can be found in (Appendix). The words that the learners used were categorised after the group by the researcher into words that would be easy to explain. "SKA" is an acronym for Skills Knowledge and Attitudes.

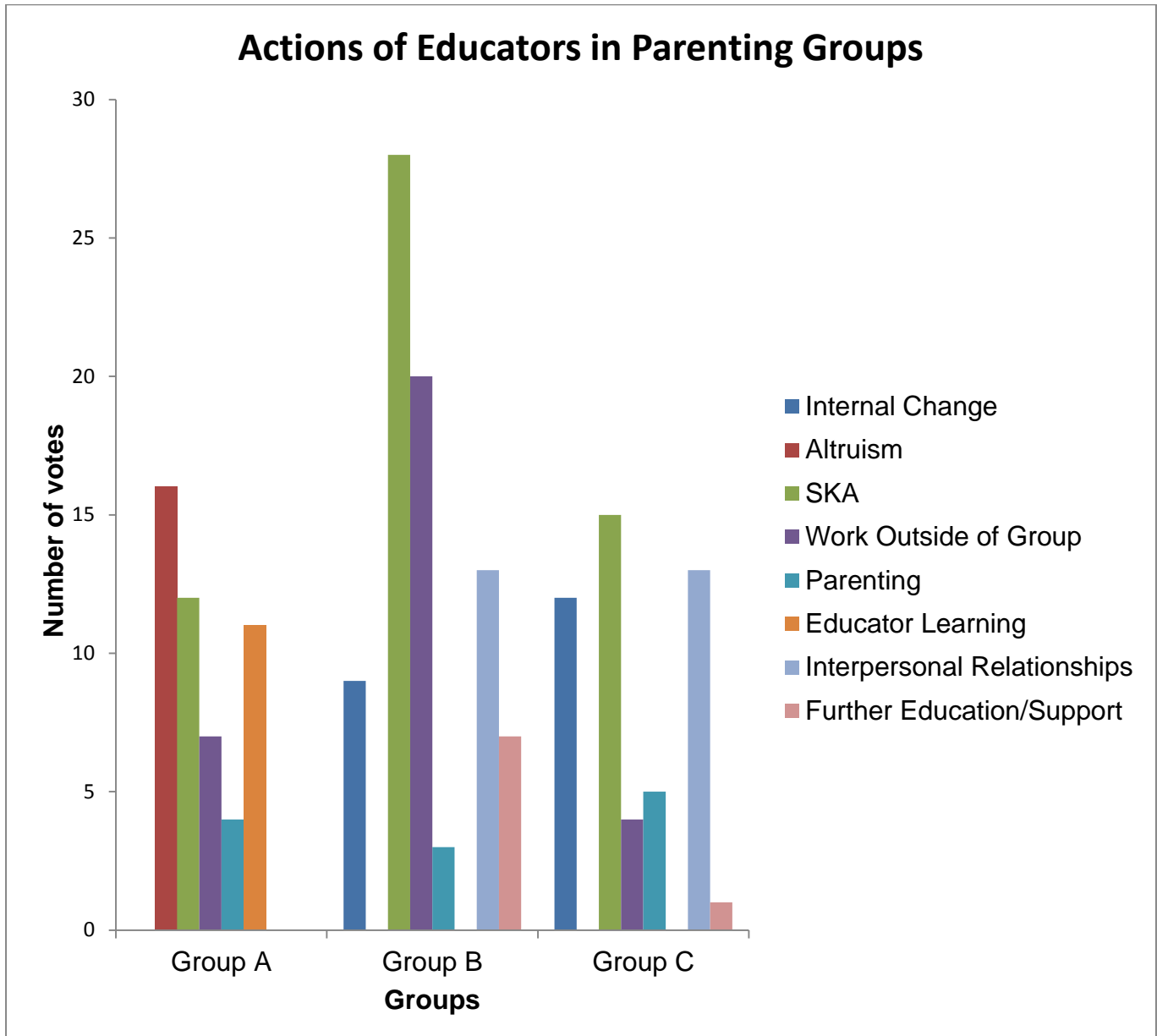
Code	Group A	Group B	Group C	Total
Internal change	0	9	12	21
Altruism	16	0	0	16
SKA	12	28	15	55
Work outside of group	7	20	4	31
Parenting	4	3	5	12
Educator Learning	11	0	0	11
Interpersonal relationship	0	13	13	26

Further support/education	0	7	1	8
<hr/>				
Total	50	80	50	180
<hr/>				
Numbers participating	5	8	5	18

As mentioned in Chapter 3, there were less people taking part in the focus group than the questionnaires, but it was seen as valid to keep the questionnaire scores in the research as the numbers missing were minimal, and there would have been ethical issues of learners agreeing on the questionnaire to be added to the research only for it to be discarded.

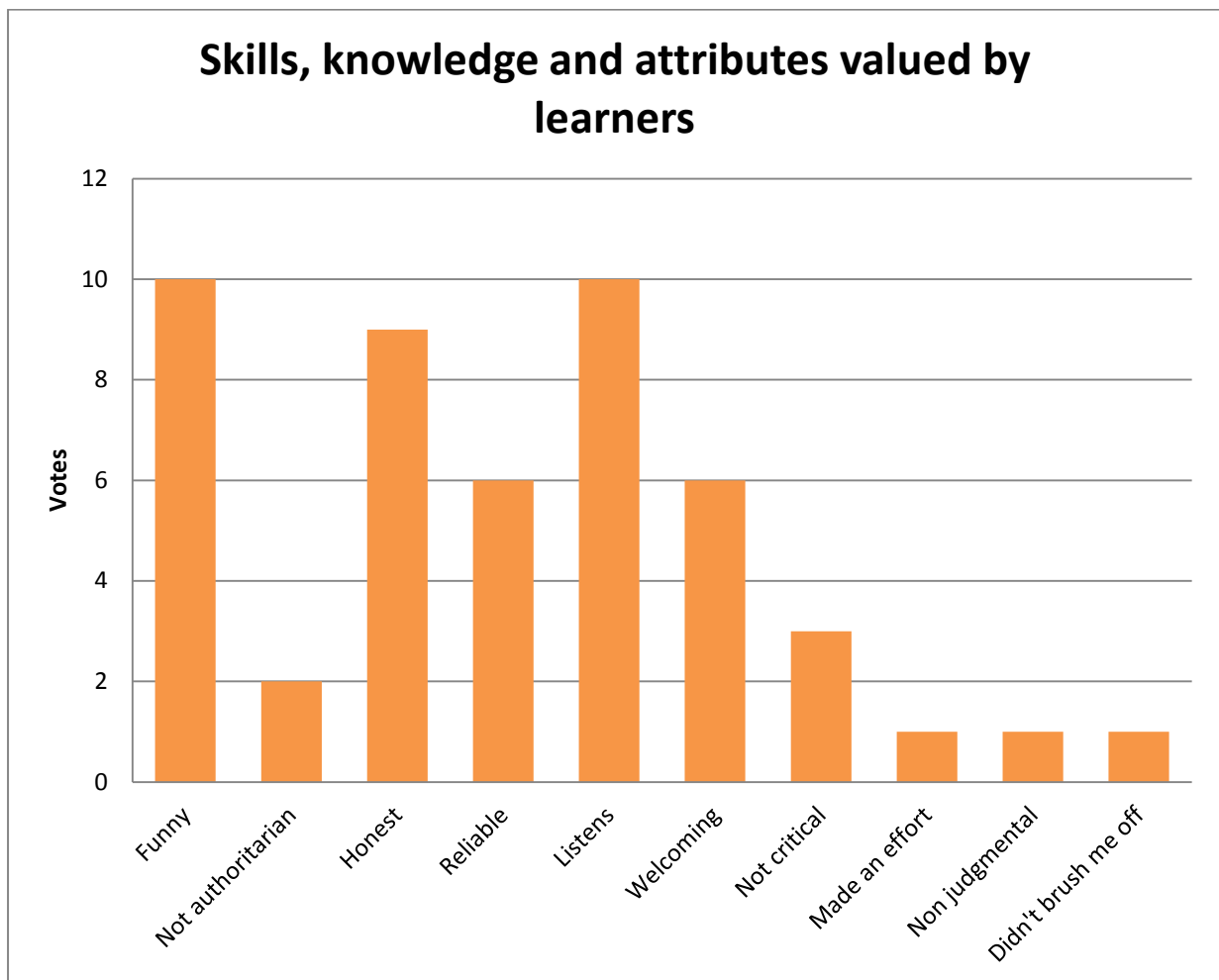
The graph below shows the total combined number of votes for each code. The next graph shows the votes per group for further analysis.





Skills, Knowledge and Attributes

The highest placement of value was placed on the traits of the educator. It may illustrate value of the personal characteristics of the educators as learners felt supported through movements in consciousness described in the statements by Knowles.



This shows that having a sense of humour, listening and being honest was valued highly by the groups. Welcoming and reliability was also important to them. “What educators do and how they do it” in its simple form can be seen here. This may be the foundations of what an educator needs as their skill set when working with parents. Interestingly, honesty is valued, although some of the family life stories were difficult. For an educator, honesty in such sensitive times, and keeping a good interpersonal relationship would be a real skill.

Work Outside of the Group

There is a significant vote for what the educator does outside of the group to support the learners in consciousness raising, ranking second in the whole scoring as the most important for the learners. Common responses were of telephone calls or texts that were sent from the educator. It was also commented that they were able to contact them any time too, showing that the relationship does not end after the group finishes. This is quite different for the role of other educators in educational establishments or even in community settings. The research shows that the educators go to learners' homes, to introduce themselves before group, and also, when they do not attend group or communicate via text or telephone, the educators go to their houses to offer support. Both group members stated they would not have returned to group if this hadn't happened. The male group A stated without the initial visit they would not have felt comfortable to come to group. Being picked up and taken to the group was also important for Group B, as the men came from all over Swansea to attend this group. Again, this can be seen as a far different role than just delivering courses, week in week out. This type of information shows that the educator is part of the lives of the learners both inside and outside of the group. It is important to remind the reader here, that educators and learners are working and living in one of the most deprived areas in Europe. This study does not look at the sociological issues pertaining to living in areas of high deprivation, but the reader may empathise that some of the problems facing both learner and educator can be life changing on a weekly basis and the level of support outside of the group could

show the high level of action needed to engage learners, maintain learning, and to transform.

Interpersonal Relationships

Another observation is that although Altruism is not mentioned in Group B or C, the emergence of “Interpersonal Relationships” was considered a valued action by learners. This was not mentioned in group A.

Group A denotes the 6 week initial starter group for males. This could suggest a shift in the educators actions as the time in group becomes longer. The acts of unselfishness are now substituted by relationships between the learners that are described as “friendships” (feeling they could talk to the educator and they would listen (2), feeling that they were not alone (5). Group B stated that they would come to group after the educator phoned so that they wouldn’t let him down. This shows a strong bond with the educator and a high level action outside of the group. This would suggest a high level of self esteem and growth in the areas Knowles points out, there has to be a high level of interpersonal relationships between educators and learners.

Internal Change

The learners were able to name some of the ways the educators had encouraged an internal change. No one statement scored highly but consistent small votes in

Groups C and B were noted. Both groups had a higher median score than Group A in terms of time the learners had spent in group. Group A had not noted internal change. Internal change therefore may only start to happen after a longer period in a group setting. The incidence of internal change may also increase if the start of groups were to concentrate on self- esteem and self- concept ideas such as was in Group C, which provided the highest score in this section. The highest vote was in group C “They made me think about me”. This statement which was given five votes is telling about the way the group felt about themselves to start. They may not have wanted to think about them, or like many parents, think about their children first.

Altruism

Group A sees the only voting for “Altruism” which was not seen in the other groups. Group A is an initial group, the “starter” group for males who attend parenting, with Group B being a more long term support group for males. Altruism in this study is defined as a “perceived unselfishness or philanthropy by the educator”, Group A described what and how the educator supports them to think in a different way; “comes from the heart, not just on paper” (5 votes), “cares as an individual” (5), “he’s not just here for the wages” (6). Group A also showed the only incidence of value placed on an educator learning about life at the same time as the learners. “We are helping him as much as he is helping us” (5), and “he’s learning as we learn” (4) are high scores for this group.

As this altruistic viewpoint and educator learning is not noticed in the other groups, this may suggest at the initial stages of group support, (possibly significant for males)

is how an educator reacts to the group by caring, and understanding is very important. What also is valued is that the educator is equal in some respects in terms of learning by the group members. Therefore a human approach where the educator talks about their experiences and mistakes and learning at the initial weeks of group could be important when trying to raise self-esteem of parents.

Parenting

Discussions around how the educator parented and made mistakes were valued by the groups and a reflection on their actions also helped them move to a different state of consciousness. Parenting knowledge and support from the educator was voted sixth most valuable for the parents in helping them change their consciousness. Interpersonal relationship between the educator and learners scored more than double the votes (3rd) for Group B and C. It could be suggested that to grow and change in terms of how adults learn, as it was more valuable for the learners felt they had a relationship with the educator, than parenting programme knowledge transfer. However, in Group A, an initial starting group for men, the action of altruism was more valuable and interpersonal relationship was not evident.

Educator Learning

Group A was the only group to mention that they valued the perception the educator was learning and growing as they learned. By learning with the learners, the educator is playing the same game. Freire (1998) described methods in groups to show an equalling power, seeing that there is no "boss" in the group environment, and would call the educator progressive for balancing the power of knowledge. This

is seen as valuable in Group A, the initial group and may also provide an insight into how and what the educator does to support new ways of thinking in learners.

Further Education and Support

This was important in Group B and C, mostly with learners who had been in the group a longer period. This was not noted in group A. This suggests that thinking about future happens with time. The educator needed to know what education was available outside of the group, and where to access it. The educator would need to have strong networks in terms of understanding their community and where to get correct information for this to be successful. The transition from parenting group into other forms of learning and education could be seen as valuable for some members. The link whereby educators in this section of adult learning have the knowledge to support member of the group would be vital.

The hypothesis has been tested and is alternative hypothesis. There is an increase in self-esteem. Through analysing the statements of Knowles in self-concept and how adults learn, it can be seen that learners are cognizing and also showing movement from one area of consciousness to another, and changing as they do so.

Chapter 5

Conclusions and Recommendations

A small research of three parenting groups in a south Wales area was conducted to answer the research question:

How do parenting educators raise self-esteem, as underpinned by Knowles' (1998), work on adult learning, in parents who attend group settings?

The results were concluded around the creation of the hypothesis that:

Self-esteem, as underpinned by Knowles' ideas on 'self-concept and how adults learn,' increases in parents who attend parenting group due to actions of parenting educators inside and outside of the learning environment.

This was measured using three different methods, two of which were designed specifically for this research and provides an original way of providing data on a section of professional development and training that has not been researched.

Parenting educators and their skills are unseen in literature, focussing on "practice wisdom" There is information related to parenting programmes and ensuring strict fidelity in Flying start settings, but the role of the parenting educator, apart from delivering "evidence based programmes" is not recognised by literature.

The Questionnaire

The Rosenberg Self-esteem Inventory Score questionnaire (RSES) was given to parents who attended groups. The researcher used this method of collection not to focus on parenting questionnaires, but to see parents as humans first.

Their perception of self-esteem had increased since starting group, with female "Group C" measuring a higher increase in scoring than their male group counterparts. This could be related to many variables such as the type of programme content, skill of the educator and the readiness to learn, and situations of the learner. This may be due to the group starting their term with issues around self-esteem and confidence designed using elements of the Pacific Institute STEPS programme and others. There was also a positive relationship with time and self-esteem score which showed the longer a person came to group there was higher difference in pre and post self-esteem scores. The implications of this data may well be that a short set amount of time for programmes, may not be enough for some people to increase their self-esteem, and starting with group work aimed at self-concept and self-esteem initially may produce quicker increase in perceptions of value a parent places on themselves. The research failed to consider if learners had in fact had previous education another than school, and may have provided another area of interest in this research.

Although there are many variables to consider, if a parent needs resilience to manage adversity in their lives (Schoon and Bynner (2005), is affected by how individuals view themselves, and Connolley, Rees and Furlong (2008) and that their

perception of their abilities affect how they learn (Marsh, 1990). Starting with a prescribed programme related to child behaviour may not actually be relevant to the learners and may prove counter-productive (they drop out).

The Focus Group Questions

Opening the Curtains

A multitude of data was collected in this section. The authors' acknowledges that the data was rich in information and found collating the data time consuming but highly descriptive and useful.

Each statement produced results pertaining to change of consciousness and transformation in each group. The limitations were that each group was different, in terms of timing, group characteristics and also the attributes of the educator. The researcher was aware through reflecting on the methods of collecting data, that starting points of the learners were not collected, such as last time in education, a time line of specific life changes, may have been relevant to the study. The researcher would have also made the interviews shorter as it was noted the answers tailed off by question five.

Both male groups showed an initial resistance to learning, and that there was possibly a high internal control in this matter. "Adults need to know why they need to learn something, before undertaking it" (Knowles et al, 1998 p.149). Wlodowski (1985) states motivation to learn is based on *success, volition, value enjoyment*, of the learning environment, and this was shown in the research to be the case.

Dependence on the group rather than the educator for learning was found in both male groups, even in Group A which was an initial group and only six weeks in duration. Group B used words such as “we” and “us” to denote the group as a whole, not using the terms to separate the educator and the learners. This shows high level of Social Capital. Equal Learners saw themselves as “mutual partners in the learning endeavour” (Imel, 1994 p.2), and groups showed learner centred rather than education centred instruction (Knowles’ 1994). This shows a high level of skill and awareness from the educator. This may not be able to happen in a pre-set programme. The suggested that all groups related to dependence on the group for t

Male group participants seemed to predominantly appreciate the support of group and educators in controlling *anger*, and the female group discussed the value of group in controlling their *fear*. The data collected could be seen as important in the nature of how males and females perceive emotional literacy within the set culture, and is useful for discussion in designing groups and further programmes.

The hardest part for all of the groups was reflecting the *truth* for some parents was in fact not real. This leads from Freire (1972) ideas on *praxis* and what the parents decide to do with the information (Smith 1997, 2002) Reflection (Schon, 1987) on their own childhoods were used by groups as to why they wanted better for their children They valued the tools used from programmes, and were quoted as part of the conversation. Although the programmes were not delivered with a high degree of fidelity, a change of schema (Senge p.174) was observed by the learners naming program tools. Double loop learning Argyris (1982) was evident with a member modifying his goal from managing their child’s behaviour, but to changes in his life “. The female Group C reflected on admitting that they needed help as being hard for

them. The discussion implied their inability to show their family and community how they really felt as a parent, and how they would portray their world as perfect. This shows the absolute value of group for these parents in being able to make sense of the world around them.

There was many incidences of how a learner changed in their social role as Freire (1998) states from “there” to “here” The learner becomes a being with their own true needs and wants (Knowles, 1989). This suggests a freedom and change of life pattern (Moss, 1990) from attending group and that they were looking to further themselves with education. Educators in this environment would need the necessary skills and knowledge to help the person transition from one point to another.

The emotion of anger was prevalent again in both males groups whereby they had been able to change their actions based on information and support from group. There were also internal changes of the self in all groups. They were also able to recognise tools from varying programmes. This shows that by coming to group, experience is transformed by learning. Again, this shows learning using the tools from programmes, but not form a ridged prescribed format.

Success came from being able to make social bonds with people, and being able to attend groups. It also came from being able to form relationships with their children, and with other adults.

There has not been a study in this area where parents in groups are seen as adult learners and part of educational process. It also shows that even without strict fidelity to run programmes as they are written, there is evidence that learning, using tools from the programmes and transformation takes place. There are suggestions that

there are other activities happening in group other than learning the programme, such as help with forms, debt, relationship advice, managing crisis, etc. This shows skills from educators other than delivering groups. It can be ascertained that in this group, through dialogue with others, the parent developed increased consciousness of the world they live in, and had more power to transform reality” (Taylor 1993 p 52)

By the educator being able to design their own methods and programmes, there was still a measurement that proves that learning is taking place. This relates back to Knowles idea that educators are change agents who must have the freedom to design, stimulate and reinforce learning (Knowles 1998). It impossible to generalise to the whole population, but by using an educational method to measure consciousness raising, it can be proven, for this research, that using educators to create and design programmes that are learner centred is effective in transformation. Further research comparison of high fidelity programmes and learner led programmes that use evidence based tools would be useful to ascertain he level of maturation of consciousness through learning.

Participatory Voting

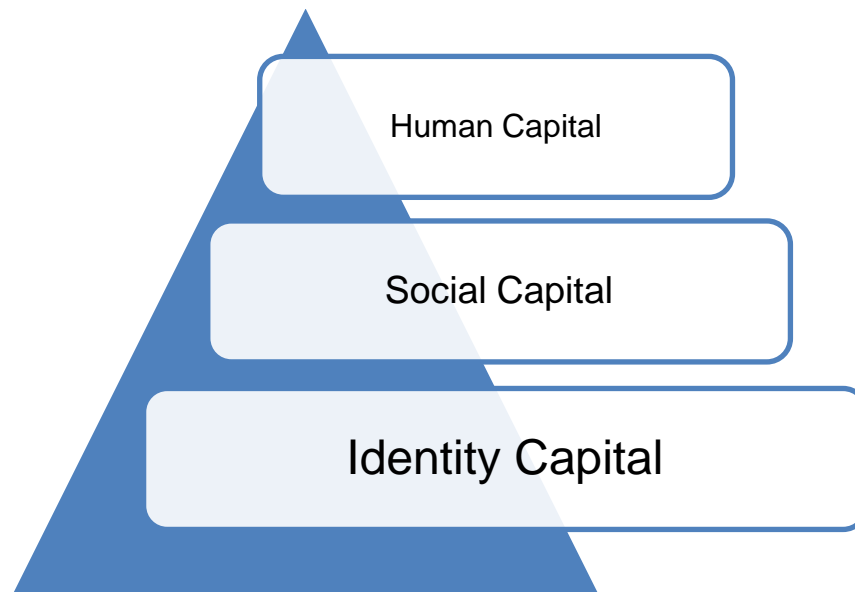
This was also an original way of evaluating the actions of educators in supporting the transformation of human beings. By using participatory methods for data collection and voting, the researcher able to draw out what actions were most valuable to learners using a “bottom up” exploration, rather than relying on standards set by organisations as to what educators in this area do (National Occupation Standards 2005, for example). For this reason the author feels that this data is reliable and

valid. Other practitioners may have used different wording, due to the perception of the statements, but because this is a new way of collecting data about parenting educators it still provides a baseline of research.

The findings showed that learners valued humour, listening skills, and honesty as the most valued actions of the educator. They were welcoming, and reliable, and were non-judgemental, non-critical and made an effort. High value was placed on educators who showed humour, fun, and honesty about their situations. This is *what they do* to support changes in learners, and *how they do it*.

A valuable insight of the actions of the educator was the high amount of work they did outside of the group environment. Support inside of homes, plus transport was highly important to some group members. This would suggest that a high level of action is needed on a weekly basis to retain group.

Interpersonal relationships became more important to the learners as time increased. They valued the relationships they had with the educators, and it transformed from a value placed on altruistic actions by the educator to forms of “friendships”. This is a valuable observation for educators and could show a process as to how relationships are formed in group settings with parents. Internal change may increase more quickly if dialogue around self-esteem and self-concept happens at the start of groups. Gathering identity capital could be seen as the first step for many people and from this research the process and can ensure good building blocks for success in other areas, such as socialisation, networking, and employment and further education.



This relates to the example in the literature review of a parent who would find it difficult to even come to group to begin with, and would need support in understanding themselves? As Lindeman (1937 p75-76) states “there is no other alternative, that the equation ends with experimental and social education” and consists of “increased awareness of *self and other selves....*”

The perception of the educator being part of the educational experience and learning was important to some. Freire (1998) calls an educator who can do this, whilst others learn as progressive, and this is shown here. There is evidence in this research that indeed learners move and transition in thoughts and actions, from *there* to *here* (1972).

This part of the study would prove extremely effective if taken to every area which runs parenting groups. This could foster the beginnings of understanding what attributes are needed in this area for success. In fact, all of the original research

methods used in this study could be used individually to provide more data relative to each outcome with effect.

What is evident is that educators in the study show a high degree of skill and knowledge that once again is not named. All of this information highlights high degree of educator skill, knowledge and experience. However, educators in this area, are not labelled as educators, and there has not been a real study as to what they do and how they do within groups.

Registration of parenting educators in the new Wider Educational Workforce plans (Welsh Government, 2014) would give recognition to parenting educators, and the author would suggest linking the workforce to educational bodies, so that their skills can be recognised and named.

For parents in areas of deprivation, parenting group may be the first contact with learning and an educator since going to school. This study shows that educators in these areas are one of the first people that can influence whether an adult moves on to further education or other successes in life. This requires a unique set of skills, including work outside of the group.

Decision makers in areas where parenting educators work, may feel that they value their workforce enough to see them as education specialists. Offering training and support necessary to reconceptualise the organic vision of adult education instead of the mechanistic. This requires an understanding that educators in this area are able to do a lot more than deliver prescribed courses, can be a catalyst for creating critical thought and change in the world parents live in.

Areas which rely heavily on randomised control trial data, may wish to consider that parents will only begin to succeed if they have gained a resilience that comes from

exploring their role in the world and creating resilience to internal problems that affect them. This is working on creating a strong sense of identity and this can only be created through allowing educators in this area the freedom to tailor programme to the learners, before the need to gather data on other outcomes from parenting programmes.

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Appendix 1

Sample Groups Characteristics and Descriptions

Group A:

“Supportive Dads” is a male parent starter group. A six week introductory programme held in a central Community Centre in a Flying start setting. This would be the first time the learners would have attended groups run by the Team. The group had exposure to the tools of the various parenting programmes, such as Incredible Years and Parent-Line Plus. They also looked at emotional literacy, anger and relationship issues.

Group B:

A longer term support group for men who would have completed “Supportive Dads” based in a Community Centre in a Flying Start setting. There is no time limit on this group as it is once again needs led. All suggested training Programmes are used to varying levels of fidelity depending on the needs of the learners. Links with outer agencies are important, and collaborative work with Third Sector, Further Education and Community Development is high.

Group C:

A parenting group consisting of females, based in a Flying Start nursery setting. There is no time limit on this group as it is once again needs led. All suggested training Programmes are used to varying levels of fidelity depending on the needs of the learners. Links with outer agencies are important, and collaborative work with Third Sector, Further Education and Community Development is high. They had worked on self esteem, and used tools from the STEPS programme which looks at self-esteem and the psychology of belief and truth in the world.

Appendix 2.

Group Letter, Consent , and Pre and Post Questionnaires

Dear group member

My name is Jessica Pitman. I currently work with groups of people, similar to yours. I am finishing my Masters' Degree in aspects of adult education in Swansea Metropolitan University (The is called MA in Professional Development Education and Training - PDET). My aim is to make adult education of all sorts, including groups like this a better place to be, as a group member and for the people who run the group. I would like to see groups like yours recognised as a step for adults into understanding themselves and the world around them, and sometimes the first step into formal learning. I am so passionate about this subject that I have funded myself through university, and am only taking work time to conduct the research. Your help in this would be so very valuable to my studies, and possibly to future members of groups like this, but it is completely voluntary.

The purpose of this study is to see how learners (you) in a parenting group have raised your self-esteem (how you value yourself). I also want to know how and what the people who run the groups do to support this. I use the ideas by an educator called Malcom Knowles who in 1989 looked at how you grow as an adult whilst in a learning environment (this means your group).

Although this sounds complicated your input will be simple and it won't take too long!. I will measure this using a simple questionnaire that looks at how you felt about yourself before coming to group, and how you feel now. This should only take ten minutes.

A week later, I will then ask you some questions as a group, based on Malcom Knowles ideas, and also ask you how and what the people who run the groups did to help you think in a different way about the world you live in and how you see yourself (if there has been any change at all). This will be fun, and I shall make notes as you speak. This should take no more than 30 minutes and although I can't pay you, I can promise to bring sweets ☺

Everything you say and answer in the study will remain anonymous. This means your names will not be used, and people who read my research will not be able to tell where in South Wales these groups are. Your answers will be confidential and no one in the group or the people who run the course will know who said what.

The only people to have access to the records will be the people who mark my work, and they have a legal obligation not violate confidentiality. The questionnaires, voice recording and any material with your names on will be kept for no longer than is needed and will be destroyed after my research has been marked and I pass my course. I will not collect any other information from you than is needed. I do however

hope that after this research one day I could get my work published in a journal, or for it to be used to help people who fund courses to see their value.

I have some information on Malcom Knowles if you would like to read it, and if you want any more information on the study, a copy of the finished work or a chat about it, please leave your contact details on the next page.

Thank you so much for helping me

Jess

I agree to the use of anonymised quotes in publications

I confirm that I have read and understand the information sheet for the study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.

I agree to take part in the above study.

I agree to the focus group being audio recorded

Name of Participant	Date	Signature

I would be happy to send you a copy of the research once finished, or if you would like to contact me further please leave an email address or phone number here:

Before I came to group

I was a person of worth, at least as equal as other people	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I felt that I had a number of good qualities	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I felt like I was a failure	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I was able to do things as well as most people	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I didn't have much to be proud of	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I took a positive attitude towards myself	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
On the whole, I was satisfied with myself	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I wished I had more respect for myself	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I felt useless at times	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I thought I was no good at all	Strongly agree Agree Disagree Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

After coming to group

I am a person of worth, at least as equal as other people

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

All in all, I'm inclined to feel that I am a failure.

<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am able to do things as well as most people

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel I don't have much to be proud of

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I take a positive attitude towards myself

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On the whole, I am satisfied with myself

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I wish I could have more respect for myself

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I certainly feel useless at times

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At times I think I'm no good at all

Strongly agree	Agree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 3

Standardised Questions for Focus Group

**1. How would you describe these words? “Dependant & Independent”.
Discuss “out of control/ “In control”**

So what has changed for you (parenting/ life in general) since coming to group?

So what did the educator do to support you to feel this way about yourselves? And

How did they do this?

2: What (if anything) have you learned has been hard for you?

So what did the educator do to support you to feel this way about yourselves?

How did they do this?

3. What was the reason you came to group. So what, if anything has changed?

So what did the educator do to support you to feel this way about yourselves?

How did they do this?

4. What have you been able to do easier since coming to group? So in what ways did you see the problem differently?

So what did the educator do to support you to feel this way about yourselves?

How did they do this?

5. In what way do you feel successful about where you are now?

So what did the educator do to support you to feel this way about yourselves?

How did they do this?

Appendix 4

Rosenburg Self Esteem Scale Scoring for Pre and Post Questionnaire:

Scores are calculated as follows:

- *For items 1, 2, 4, 6, and 7:*

Strongly agree = 3

Agree = 2

Disagree = 1

Strongly disagree = 0

- *For items 3, 5, 8, 9, and 10 (which are reversed in valence):*

Strongly agree = 0

Agree = 1

Disagree = 2

Strongly disagree = 3

The scale ranges from 0-30.

15 and 25 are within normal range

Below 15 suggest low self-esteem.

Appendix 5

Priori Coding Framework Analysis of Transcriptions for Objective 2.

<p>Codes</p>	<p>1. [Their] self concept moves from one of being a dependant personality toward one of being a self-directed human being</p> <p>Questions:</p> <p>How would you describe these words? “Dependant & Independent”. Discuss “out of control. In control”</p> <p>So what has changed for you (parenting/ life in general) since coming to group?</p>
<p>Dependant to independent</p>	<p>On educator, people in life, family, on services, Educator becoming more hands off role, able to make decisions themselves.</p>

Self direction/ internal locus of control	Is again situational but starts to consciously or unconsciously take control of their lives. More reliant on themselves other than outside forces. Show better learning, seek information more readily
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Coding labels	Group A Question 1	Line	Notes
Dependant to independent	(a) Opened my mind how my dependants depend on me.. <u>"helping" me, I suppose, depend on myself...</u> because I didn't have a father growing up I didn't	1	Shows nonlinear
	know what fathers work was all about.	2	Shows ext.locus control
	How to be a parent. Just being me.. how they watch me and learn from me.	3	Change of
	(b) I've always been independent. <u>It may sound strange but I'm feeling more</u>	4	consciousness
Dependant to independent	<u>dependant. I've got Social Services involved now.</u> I'm having to do things their way rather than my own. It has made me think, like, when things are put down	5	high internal locus of
non linear	on paper, and you see the way you've been, <u>I said to Mike (educator)- I've never</u>	6	control to start.
internal locus of control	<u>really thought about it. My way was the only way I've never took a step back and</u>	7	Group helped ?dialogue
	<u>thought about it.</u>	8	
	(R) <i>So what made it change?</i>	9	10
	(a) other peoples experiences.. (b) yeah.. input from other people not from authorities, <u>people who are in the same position.</u> (c) people who are properly	11	11 Dep. on group not
		12	12 educator
		13	13 Group help again.

Dependant to independent	interested, no one was fidgeting or that they had to be here because they were referred as part of a sentence or something... (R)[<i>did you feel that way then?</i>]	14 15	
Internal locus of control	(b) <u>yeah I did yeah. It doesn't feel like that now.</u> It just feels like something..(a) its just nice to get away from the kids for an hour. To get in the middle of people who are going through the same thing. (c) social services.. they will go eventually but (b) yeah. Yeah. (c) I feel motivated. Like I'm going in the right direction (R) <i>so by coming here on a Monday morning.. [it's like I got to go] is it?</i>	16 17	Motivation. Start of week.
	By coming here early on a Monday, <u><i>I think right, I think it's the start of a cracking week this week.</i></u> Sometimes I feel like... it's like I've been a bit waster this week... I should have done that.... I haven't done it. I feel less motivated, less confident. It's that momentum to carry on.	18 19 20	Has control over his own thoughts and actions
	(R) (Directed at (b): <i>So although you feel quite dependant being part of social services.. So you feel quite at ease here? (b) Yeah. here? oh yeah.</i>	21 22 23	Dependency on others although at ease in group
		24	(b) knows team work closely with Social Services. Use same note system

Coding labels	Group B Question 1	Line	Notes
Change of social Role Independence, but also vulnerability Change of social role Internal locus of	(a)What's changed for me.. I've got custody of my son... so you've become independent as a parent? ... yeah. (b) same sort of thing for me, getting my kids back from care, for me.. (c) doing more things on my own with the baby (d) confidence (group agrees yeah) (a) <u>I'm more confident when I've got my son with me than when I'm on my own. I feel quite vulnerable on my own. When I'm with my son, nobody or nothing can get to me.</u> (c) <u>I feel high, I feel on top of the world when I'm with my daughter. (R) Would you have felt this way before coming here?</u> (d) no. (c) no. (d) I didn't know how to deal with my baby before. Not at all. (R) <u>So you were dependant on people showing you?</u> (e) yeah. (e) but I'm too proud. (c) when you are talking to different people [in the group], they say do it this way.	25 26 27 28 29 30 31 32 33 34 35	Independence but still vulnerable alone. Pride, not happy with people telling him what to do. Same as in A. Reliant on people in

<p>control</p> <p>Dependant - independent</p>	<p>(R) <i>So you are reliant on people in group to help you?</i> Yeah. Its all...(f) no one in the group is actually the same It's a supportive group basically... (d) <u>this is what makes the group the best basically.</u> (e) <u>if someone wants to give me advice, its up to me if I want to take it, if it's good I will take it...maybe I could try it that way, that's what this group is all about.</u> (R) <i>would you say then that you've allowed you pride to open a little bit?</i> Yes. Definitely. (R) <i>so the walls.(researcher moves their palms in a lowering motion)... there?</i> <u>Yeah. It's more of a netting now. I do let a lot more things through, to what I used to be.</u> (b) <u>trying different things.</u> (c) It was the same when my daughter started teething.. I was working.. I was physically exhausted. [someone in group] said try these powders and they worked really well. (e) I listen to him because he's brought up all of his kids. So, he's gone through it more than me...it's better for me to listen to somebody else. (c) <u>it happened a few months ago, with a certain person, I was raving. Mike said to me, can I have a word, him and Byron. He said right, I know what you want to do, but do it this way, leave it go and just ignore the person, if you got to. I</u></p>	<p>36</p> <p>37</p> <p>38</p> <p>39</p> <p>40</p> <p>41</p> <p>42</p> <p>43</p> <p>44</p> <p>45</p> <p>46</p> <p>47</p> <p>48</p> <p>49</p> <p>50</p>	<p>group. Support from others.</p> <p>Same as GpA. Shows learning, and change in consciousness.</p> <p>Dependant on self.</p> <p>Strong feeling of needing control, but a shift in perspective</p> <p>Interestingly group support. Not educator</p> <p>Anger issues as seen in group A. agreement re anger better emotional</p>
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Perceived view of the problem changes	<p><u>thought, I don't want to spend a day in the cells, (R) so you were able by coming here and talking about it, by depending on someone you have been able to make a really good choice to be in control of yourself. At the end of the day this group isn't all about the kids, its about dealing with yourself. We all got problems, it's just helpful to be able to talk about them.</u></p>	51 52 53 54 55	response since coming to group Dealing with children.
Perceived view of the problem changes	<p><i>(R) Have you found you have been able to control that [anger issues] in a better way [since coming to group]? Yeah definitely. (c)yeah (f) yeah. I used to go to a group on a Monday before coming here (this is group A) even if the children were.. <u>rather than just shout at them straight away, I was able to look at the bigger picture, as to like maybe looking at why they were playing up.. I could</u></i></p>	56 57 58 59 60	Shouting. Different perspective. Internal locus of control.
Change of schema	<p><u>change the problem so they were behaving again.. rather than just shouting at them</u> (R) so your perspective has changed yeah? (f) yeah. <i>(d) basically women let their emotions control them <u>more than a man can.</u> (R) I'm gonna disagree on that... [laughing]. (d) They let their emotions come out not just anger.(R) words here are "more than a man can", so maybe it's not that you are</i></p>	61 62 63 64 65	Sees anger as not an emotion? Cultural Locus of control. Showing emotion.

<p>Change of schema</p> <p>Change in social role</p>	<p><i>not the same, but culturally you aren't able to show it? (d) <u>Culturally boys aren't able to show emotion (R) did you feel since coming here you have been able to show more emotion? (c) yeah. (d) a lot more (R) in what way? (c) dealing with family problems. I found out that my mam was ill, before I would have just walked off, I would deal with it my own way, but now it was comforting for my brothers and sisters. It was comforting for me. When my dad passed away, I would have gone out to the fields, sat with the horses, (R) Would you have done things differently before group? Yeah. Since finding out my mum was ill I stayed in the house with her... I made cups of coffee for everyone and I did brake down crying.</u></i></p> <p>(d) It takes a real man to cry and show emotion. At the end of the day, it shows how much of a man he is not how much of a woman he is <i>(R) have you been in an emotional state in group yet? (group) Noh... (R) not yet!(Group laughs)(d)</i></p> <p>emotional wise I always go to my uncle... (c) and then get drunk. (d) yeah. It normally helps</p>	<p>66</p> <p>67</p> <p>68</p> <p>69</p> <p>70</p> <p>71</p> <p>72</p> <p>73</p> <p>74</p> <p>75</p> <p>76</p> <p>77</p>	<p>Increase in family relationships. Part of social structure and emotional literacy.</p> <p>Using drinking to ease emotions.</p> <p>Group not crying together!</p> <p>Use of alcohol to suppress feelings?</p>
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	<p>(c) my brother is a registered alcoholic. [my mum helped him get a treatment place that cost thousands of pounds]. I said to him, your drinking ain't gonna make mammie's illness go away.</p>		
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Code	Group C Question 1	Line	Notes
Dependant to independent Locus of control Change of Social Role	(a)Loads of things (have changed since coming to group) I feel more comfortable in myself. Definitely more independent that I was...I'd depend on others to make decisions because I was worried about making the wrong ones. Now I don't think twice about making decisions... [everything all types of decisions]. <u>I was so scared of messing up. I was so scared of being a mother and getting it wrong. Trying to get a career for myself, failing, going to college... anything. Walking out of the door and trying to talk to someone and sounding like a plonker. (R)</u> (b) when I first come to group, I was feeling down. <u>Always shouting at my son. I've been coming for over a year... I feel a lot calmer. It was scary.</u> (c) I felt that it was very lonely [before] as well. You felt that whatever you do, that you are the only one going through it. Its not until you actually come to a group that	78	
		79	
		80	
		81	Scary. Men angry,
		82	women scared.
		83	Less shouting
		84	Lonely
		85	
		86	Social role.
87	Cultural. It almost feels		
88	okay.		
89			

	you realise there are a lot more people going through the same thing, that	90	
	you're not on your own. Not feeling like you're the bad one all the time...(a) <u>it</u>	91	
	<u>almost makes it feel okay to have a rant.</u> (c) understanding that there is a lot	92	
	of people going through the same as what you are going through.		

Codes:	<p>2. [They] accumulate a growing reservoir of experience that becomes an increasing reservoir of learning</p> <p>Question 2: What (if anything) have you learned has been hard for you?</p>
Reflection	Being able to reflect in and on mistakes and successes.
Change of schema	Changing the cognitive structures through learning experiences.
Double loop learning	A modification or even rejection of a goal based on new found experience

Coding labels	Group A Question 2	Line	Notes
Change of schema Reflection/ double loop learning Motivation Double loop	(a) <u>Admitting to myself that I was wrong.. that I was making mistakes.</u> (R) <i>What mistakes were you making?</i> I was trying to be authoritarian, rather than being a father. I <u>was trying to bring my kids up as I was being brought up...and it was wrong...it was wrong. It's taken a lot of years to realise that now..what I went through was wrong, you know, and my kids don't have to go through it...(R)that's quite amazing..</u> (a) its surprising. Not just this group mind, its others. The way I seen it, it didn't do me no harm, because I' m the person I am, but at the end of the day I don't want my kids to go through it. (R) <i>anyone else?</i> (b) getting up in the morning (laughs) nah. (c) yeah getting up, sometimes, with the baby, (R) <i>has there been anything hard about the way you look at yourself....has there been something that really, has made you think about behaviours or your way that you react to the</i>	93	Looking at role of a parent Reflection of their own childhood
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learning	<p><i>world, by coming here?. (c) nothing particularly, <u>I've been involved in a lot of</u></i></p> <p><i><u>other things that prior to coming here, I'd addressed a lot of issues because</u></i></p> <p><i><u>of that.. I didn't know that this was a particular parents group, oh there's a</u></i></p> <p><i><u>dads group, you never know you may ..it was a knock on thing, that I</u></i></p> <p><i><u>thought oh, I could apply for other things. (R) was there anyone who felt it</u></i></p> <p><i>was difficult because of anxiety, like walking through the door for example,</i></p> <p><i>walking into a place you didn't know anybody.. I know for a lot of women,</i></p> <p><i>that's an issue...panic attacks... (b) I felt at ease as soon as I walked in..it</i></p> <p><i>did help that I was doing a group with Mike, <u>so I knew him anyway.</u></i></p>	<p>105</p> <p>106</p> <p>107</p> <p>108</p> <p>109</p> <p>110</p> <p>111</p> <p>112</p>	
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Coding labels	Group B Question 2		Notes
Reflection Reflection Change of schema	(b) <u>Change in attitude, parenting styles..</u> (R) <i>what's been hard then?</i> <u>Well if you</u>	113	Again on their own
	<u>have strict parents, set in their ways, then you have to change your ways</u> (d)	114	upbringing. Behaviour
	dealing with the kids.. (b) changing routines.. (d) having the baby (c) having a	115	
	child. (R) <i>when you start learning in a group.. a sudden realisation that oh my</i>	116	
	<i>god, It's hard to accept?</i> (b) it's the different styles. (d) it's when you look at	117	
	yourself, it's <u>when you realise you are acting like your parents, and you don't</u>	118	
	<u>want to act like your parents. And you realise, I need to change now, I need to</u>	119	
	<u>sort myself out.</u> (b) <u>its like when they say about a certain thing about the way you</u>	120	
	<u>parent, and you think I've done that with my children, and you start to think, it's</u>	121	
	<u>not until you realise that they are talking about the impact of it that you start to</u>	122	
<u>think, oh my god, did [my] child feel like that? You realise that I am not gonna do</u>	123		

	<u>that anymore. The impact is massive because you didn't realise how they felt.</u>	124	
	<u>You wouldn't have had that knowledge to change either (c) its' like all the stuff in</u>	125	
	<u>the group we do, like how a child mind works, why a child will play up. Its opened</u>	126	
Double loop	<u>new doors for me anyway because, being here, a first time dad. (R) has it been</u>	127	(d) had first talked about
learning	<u>hard for you hearing that?... (c) yeah yeah because when she was born it was</u>	128	dealing with the kids,
Change of	<u>touch and go whether she had bad kidneys and stuff (e) changing the ways</u>	129	but now looks at his
schema	<u>because you've been doing things so long for a certain amount of time. I'm</u>	130	goal changing to his
Locus of control	<u>surprised at how much more easier it is now.. than doing it the way I was doing it</u>	131	own behaviour and
	<u>before (d) changing my lifestyle. That was the hardest. (R) what was it like before</u>	132	working on this. Able to
	<u>then? Monday to Friday working. Saturday to Sunday drinking. Monday to Friday</u>	133	see the similarities to
	<u>working. (R) So was that hard to change? Yeah.. (R) how? Once in a while I do.</u>	134	children.
Reflection	<u>It's when the missus stresses [I do] (R) so you recognise you turn to drink then?..</u>	135	
Change of	<u>yeah. Every once in a while either a woman or man you need to blow out..like a</u>	136	
schema	<u>child do.. they play up they scream and shout.. that's what I do.. I let it all out, the</u>	137	
Double loop	<u>worries. (R) it's not rigid (c) I'd rather have a Chinese and a family film (e) I had</u>	138	Another change of goal

learning	an Indian last night. (d) that was the hardest thing. [working]. I never used to drink	139	from (d)
Double loop	in the week. <u>On the weekend, home early change wash change down the pub. I</u>	140	
learning	<u>used to [be out all the time]. Living by myself has been hard financially. Trying to</u>	141	(b) Came to group
Dependence to	<u>control finances.</u> [my partner and I] have never lived on my own. I had to move	142	with the goal to get
independence	out of my mothers. I couldn't have the baby there.. (c) its harder with us, because,	143	children back from
	I've had to put extra hours in work, to put a roof over my families head, provide	144	Social Services.
	for them.....(R) <i>So what you're saying is provide</i> (b) benefits as well. (c) dealing	145	Now looking at
	with finances Mike will bring people into group to help (b) <u>being able to fill a form</u>	146	benefits.
	<u>out properly. (R) can you do it now? No I still can't but did 50% of the forms this</u>		
	<u>time... Before [coming to group] I would have not touched it. (c) This is the point...</u>		
	the government, people don't know what benefits they should have.		

Coding labels	Group C Question 2		Notes
<p>Reflection</p> <p>Ontological</p> <p>Reflection</p> <p>Perceived view of problem has</p>	<p>(c)Admitting that you do actually need that bit of help (R) so when you first came here.. were you admitting it, or?.. <u>I don't think when you come here you really want to admit that you need that help, because everything around you has been so perfect, like your friends ...sometimes your world isn't... [it's] falling down around you but you don't want to admit to people that you may need a helping hand or someone to talk to just to get you out of that... feeling. (R).... was that hard to admit as well, you felt so low? (c) yeah. (a) you get so used to having a painted face when you walk out.. (c) it is, it's like wearing a mask. (b) it's not about your outer self though, it's about your inner self, about how you feel in the inside, (a) even if it is putting make up on, or put a mask on, you do hide what you're feeling inside. (R) What about yourself? You said it was quite an eye opener...saying about your friends... (d) yeah, my friends have kids 4 or 5, they</u></p>	<p>147</p> <p>148</p> <p>149</p> <p>150</p> <p>151</p> <p>152</p> <p>153</p> <p>154</p> <p>155</p> <p>156</p> <p>157</p> <p>158</p>	<p>Coming to group</p> <p>realising you're not right.</p> <p>Wearing a mask.</p> <p>(d)Inability even in own</p>

<p>changed</p> <p>Reflection</p>	<p><u>don't talk about when they were younger. I don't say to them [about my problems]</u></p> <p><u>because before they'd be like everyone's kids are like that, you just got to get</u></p> <p><u>used to it. Say have said like if you said, you didn't sleep all night, it's like they'd</u></p> <p><u>give me a negative thing. I'd rather someone just sit there and try help me and try</u></p> <p><u>and talk to me, instead of you know "oh we've all had kids mind, all our kids were</u></p> <p><u>like that" so they're very..(R) So realising that people outside of the group can be</u></p> <p><u>quite hard? Yeah.. they are good friends, but there are friends that are there for</u></p> <p><u>certain things, are better for certain situations.</u></p>	<p>159</p> <p>160</p> <p>161</p> <p>162</p> <p>163</p> <p>164</p>	<p>social group, able to talk</p> <p>freely about problems</p> <p>related to their children.</p> <p>An understanding of</p> <p>this. Group provides</p> <p>this. Not about sleep but</p> <p>about relationships in</p> <p>social role?</p>
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Codes:	<p>3.[Their] readiness to learn becomes orientated increasingly to the developmental tasks of [their] social roles</p> <p>Q: What was the reason you came to group?</p> <p>So what, if anything has changed?</p>
Ontological change	<p>Showing own needs and wants and how they exist as humans in their own right. Not just about child's behaviour</p>
Change in social role	<p>A change of perception of how they see they fit into their world. From "there to here"</p>

Coding labels	Group A Question 3	Line	Notes
<p>Social role changed.</p> <p>Ontological change</p>	<p>(b)To learn different ways, situations of dealing with kids, yeah I'm a lot calmer with the kids, only see 'em an hour a week anyway. In that time I do have them <u>I've learnt how to deal with things better rather than when they're naughty, just shout at them. At the minute they're playing me. Cos we're in a controlled environment (contact centre) with two contact workers.. I've noticed that. I've been able to deal with that a lot better. (c) instead of smacking and shouting, you tend to stay calm, and they realise I'm not getting a reaction from dad (e) you can see them [try] . (a) I referred myself here.. I did it off my own back.. I beat them to that. I'm one step ahead of them.(Social Services) Yeah I'm coming here to better myself not to prove anyone wrong or right, to learn new skills on how</u></p>	<p>165</p> <p>166</p> <p>167</p> <p>168</p> <p>169</p> <p>170</p> <p>171</p> <p>172</p> <p>173</p> <p>174</p>	<p>Esp for (b) who already stated that he used to parent like his authoritarian parents.</p> <p>The need to be here in his own right. Need to be seen as a person.</p>

	<p><u>you cope (R) So you came for your children and now you are coming for yourself? Yeah. It starts with yourself really. If you're not gonna do it for yourself there's no point</u></p>	175	Being rather than becoming
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Coding labels	Group B Question 3	Line	Notes
Change in social role from there to here.	<p><u>Yeah. I get out now. I didn't used to get out. Every time I used to go somewhere I felt guilty.(c) I came here for depression. (R) now you're here to help others with their problems? (d) yeah. If someone has a problem they can come talk to me.(f) [I came here to] socialise... I have custody of my one year old, and the eldest she goes to school and I was stuck in the house with a baby on my own. It's nice that people can have the baby and I can relax..its parenting skills as well, its all new to me having a baby on my own. (b) to get the kids back basically for me</u></p>	176 177 178 179 180 181 182	(c)isolation – socialisation. Feeling guilty. (c)There: depression – here – supporting others and reading to their kids.

	<p><u>(R) so you came to get the kids back.. what are you here for now? Supporting the</u> <u>dads. I've been through the Social Services business, so I started off through it,</u> <u>knowing that there's an end (c) light at the end of the tunnel.. (b) so if they've got a</u> <u>problem they can come and see me, and I can say try this way try the other. I'm</u> <u>doing the credit union here, and I'm doing the filming (for the family conference)</u> <u>me and my partner are doing it.</u> (f) access to learning as well... groups.. we can go on.. fire safety courses..(e)<u>you wouldn't know what was in the area if you wouldn't</u> <u>have come here. It opens more doors, gives you access to training if you want it.</u> (d) we went to the Down to Earth programme, and same now that Ricky (Community Development Worker) has come in now offering us fishing courses. If we hadn't have come here we wouldn't have known about it. (Ricky comes in at this point plus workers for the Community Centre). If we hadn't have come here, we wouldn't have known about it...(another dad coming in) (e) <u>came to get your</u> <u>kids back, and now your here to access training.</u> (c) they're offering you more goals to do. <u>If we can fill ten in a group, all of us will go.. (d) it's with the reading</u></p>	183 184 185 186 187 188 189 190 191 192 193 194 195 196 197	(b)Get children back home – now supporting others to collecting money in group for credit union and filming. (e) Getting out with 1 year old (isolation/socialisation) to accessing training. Getting other people to come into the group and offering their services. Access to training etc.
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	<p><u>with the baby.. with Sarah.. That's amazing that is (Sarah runs a project to go into people's homes to show how to read with their children with puppets). (R) would you have...(dad comes in)..would you have read to your child [before group]? (b) I would have read but it was more repetitive.. this made it more fun. It gets their attention (d) we are doing nursery rhymes (c) we wouldn't have known about that if it weren't for Mike and Byron...for bringing it in.</u></p>	<p>198 199 200 201</p>	<p>Ed. will fill other courses and the learners go. Using the word "we" learners see themselves as a whole, part of the group not us and the</p>
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Coding labels	Group C Question 3	Line	Notes
Social Role	<u>(b)I came here to learn more about being a good parent. Nothing has changed. I</u>	202	Nothing changed.
	learn something new every week. When I first got referred, oh no. What have I	203	Coming for same
	done to make me need to go to a parenting group. I as feeling really guilty. And	204	reasons
	then I met Miranda she made me feel at ease.. (a) <u>I was referred for TAF at first for</u>	205	Then: behaviour of
Social role	<u>help with the boys in school, and then parenting was offered. I came through that</u>	206	children. Now: to have
change	<u>door thinking I'm the world's worst mother, I shouldn't have my kids, they'd be</u>	307	smiling faces, talk
Ontological	<u>better off without me. Now I come every week, looking forward to seeing smiling</u>	208	about being a mother,
change	<u>faces who gets why (the children) have done my head in this week, and it's okay</u>	209	being a human being
	<u>that they have. Its the little bits that go with it, and it's learning to balance the two.</u>	300	(ontological)
	<u>I'm not a bad mother, I am just a normal human being that has limits like everyone</u>	301	
Social Roles.	<u>else. (R) was it like, you came here for behaviour.. you have an older child (c) yes a</u>	302	Then: partly behaviour.

<p>Ontological change</p> <p>Change in social role</p>	<p>fourteen year old... It was partly to do with his behaviour but I mean we still have our ups and downs, <i>(R)</i> <u>so what's changed for you? I like coming because it comes</u> <u>out of the house. Because it's enjoyable, we have games and that it makes me</u> <u>want to come. Everyone gets on great.</u> (d) there's no judgement. (c) nobody judges. (e) It's not comparing parenthood, the way we do things, its helping each other to understand, because every child is different. (a) <u>it's like instead of "yeah,</u> <u>we've all been through that" (n a negative way)..someone sighs with you, instead of</u> <u>saying "what you moaning for you wanted a baby" (R) I saw that talking about</u> <u>friendship then was difficult for you? (a) yeah I found out that the people I thought</u> <u>were my friends weren't..the people who were sitting in my house. But that has</u> <u>come from learning about me, and that I'm worth more than that... I am definitely</u> <u>worth more than that. (c) they can't be your friends if they think that of you. (a) like</u> my best friend. I got pregnant when I was fifteen. We went through all that together, me losing my daughter me having a son [both of us being teenage mothers] and then she couldn't stand to see me happy, because I didn't need her more....<u>When I</u></p>	<p>303 304 305 306 307 308 307 308 309 400 401 402</p>	<p>Now: enjoyable, games. People get on well together. No judgement Empathy Being rather than becoming Being rather than becoming Then - now</p>
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	<p><u>started coming to group I was in a long term abusive relationship with an alcoholic</u></p> <p><u>and I didn't think I deserve any more. I'd had three children with two men who were</u></p> <p><u>exactly the same. My dad was the same when I was a child. Now I'm in a</u></p> <p><u>relationship I'm in control of.. I make the rules. He does what he's told (laughs) or</u></p> <p><u>there's the door, I don't need a man anymore. Whereas before I needed a man, I</u></p> <p><u>don't. I was petrified of being on my own. Everyone looking at me going.. "look at</u></p> <p><u>her with three kids, no man". I always needed someone to need me. I felt worthless</u></p> <p><u>otherwise.</u></p>	<p>403</p> <p>404</p> <p>405</p> <p>406</p> <p>407</p> <p>408</p> <p>409</p> <p>410</p>	
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<p>Codes:</p>	<p>4.[Their] time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem-centeredness</p> <p>Q: What have you been able to do easier since coming to group?</p> <p>So in what ways did you see the problem differently?</p>
<p>Novice to expert</p>	<p>The “doing without thinking” (tacit knowledge) or a part of that continuum from novice to expert. Usually with child behaviour but may be seen in their own behaviour.</p>
<p>Perceived view of the problem changes</p>	<p>Problem when started in group changes due to the perception and experience of the learner</p>

Coding labels	Group A Question 4	Line	Notes
Perceived view of the problem changes	<p><u>(e) dealing with day to day things. Getting the kids up ready for school in the mornings, like when the kids kick off..I got three kids, and its easier. It's helped me. I got another daughter, she was born in September, who I haven't seen since October. Nothing to do with Social Services..they would let me see her, but she (mother) won't. Now next Monday I'm in court, basically to have contact with my daughter. I've been having threats and things off her friends and family and things like that as well, and like before, say about two to three years ago I'd have gone off on one when out and smashing peoples cars up. I would have really lost it. But now I look at things completely differently like rather than think like before "right how can I get them back, hit 'em where it hurts, in their wallet" I've learnt to</u></p>	<p>408 409 410 411 412 413 414 415 416 417</p>	<p>Looking at injustice of not seeing his child – to his own dealing with emotions</p>

Perceived view of the problem cha	<p><u>change that now...that's what they want.. they are winding me up, to get a</u> <u>reaction.</u> (b) it's not about them, it's about your daughter, and you (e) exactly, back in 2011, that was my turning point in life because basically I was selling drugs to my friends to survive my own habit. <u>I got busted, caught with possession with</u> <u>intent to supply and after that I was very lucky not to go to prison, but unfortunately</u> <u>she's (ex) is using that against me... and I'll take any drug test you want (b) best</u></p>	418 419 420 420 421	
Novice to expert	<p><u>thing to do is to take one.. (e) I would have flown off the handle but since coming</u> <u>here it has made me realise, made me look at it from another point of view, and</u> <u>thinking about now, they're doing this just to wind me up, whereas before, I</u> <u>wouldn't have thought of that.</u>It's been as death threats, to the extent that uniform aren't involved now, but CID are. (R) So that's quite a stressful thing to deal with everyday to think that's happening to you, and quite traumatic.. <u>(e) and trying not</u> <u>to show the kids 'cos kids pick up on everything, I was having messages on</u></p>	422 423 424 435 426 427 428	Problem again extrinsic now intrinsic Able to say with flow that kids pick up on anything
Reflective journal	<p><u>Facebook and my ex rang, and my daughter didn't hear m on the phone but the</u> <u>first thing she said was "daddy are you alright? Is something wrong?"</u></p>	429 430 431	

<p>Change of Schema?</p> <p>Reflection</p>	<p><u>(c)..when you know it's wrong.. behaviour. This is my own work from last time.. a reflective journal? Simple things like pausing, and refraining from raising my voice that couple of seconds..everyone would have been tip toeing around me, wouldn't have been a nice end to the evening.. checking yourself and your own behaviour... you were too lazy to do this... going into my cave... go into the kitchen so the kids wouldn't notice.. saying to them how is school today? .. and maybe thinking.. I haven't said that for a few days, maybe I should say it. If there are any worries helping them to work it out. (R) would you have done that before coming to group?</u></p> <p><u>(c) not on paper., but now and again, you realise you build up a certain level and you check yourself, but you should do that anyway. (a) I always put my kids to bed with a smile and wake them up with a smile. And that makes a difference to my day. (c) the eight year old, "I say thanks for being good."The eleven year old, I have to portray it a different way.</u></p>	<p>432</p> <p>433</p> <p>434</p> <p>435</p> <p>436</p> <p>437</p> <p>438</p> <p>439</p> <p>440</p> <p>441</p>	<p>The use in group of a reflective journal</p> <p>(a)Talked about bad childhood. Now puts his children to bed and wakes them up happy.</p>
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Coding labels	Group 2 Question 4	Line	Notes
<p>Novice to expert</p> <p>Perceived view of the problem changes</p> <p>Change of schema</p>	<p>(c) parenting. (d) dealing with the missus.. and family. (b) Accessing different tools to cope with different things. (s) I suppose realising that I'm not the only one in my position.. (R) so realising you're not on your own (a) (b) (d) (e) yeah. (e) accessing different tools to cope with everything. (R) they told you talk about.. what do you mean? (b) the traffic lights (Parent Line Plus ACT model) for a start.</p> <p><u>You start thinking about it, then you deal with the problem (a) the fountains (behaviour fountain) .. (b) instead of going on to him... I see and think instead of trying to calm him down, you can basically have communication. Sit down have communication, speak to them. Sit along side. Try to find out why he's trying to do this behaviour. You've got a chance to rectify it, you look at the base (the pool of needs) instead of licking at the top (the spurts of behaviour). If I wouldn't have come to group I wouldn't have known nothing about it (c) me and Johnny a</u></p>	<p>442</p> <p>443</p> <p>444</p> <p>445</p> <p>446</p> <p>447</p> <p>448</p> <p>449</p> <p>450</p> <p>451</p> <p>452</p> <p>453</p>	<p>Tools as in the parenting tools used. Not tacit knowledge as yet,</p> <p>The use of child psychology is evident.</p> <p>Their thought process</p>

Change of social role	<u>couple of weeks ago.. we went to bingo (d) yeah laughs. We got out as friends</u> <u>with our partners. (C) meeting different people (is easier) (b) supporting others</u> <u>(is easier)</u> <u>(f) working as a team.. a wider team (is easier)</u>	454	
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Coding labels	Group C Question 4	line	Notes
Novice to expert Perceived view of the problem changes Ontological change	(b) dealing with my son. Dealing with his behaviour has been, now I feel I can do it. (R) what about you.. four weeks in? (d) being able to cope. My partner works away. <u>I asked for help because of other things with his family</u> , arguments previous an I didn't want to give them the satisfaction of thinking, or of throwing something back at me, or "you always ask me to have him", <u>its helped me to understand and to cope on my own, you know, cos I'm sort of like a single mother, because I was all week on my own...</u> (R) what's been easier for you since you started learning? (a) <u>being me. Looking in the mirror, seeing who I am and thinking "oh that's who you are today! Instead of looking in the mirror and thinking Oh, what a mess"</u> (a) <u>or not looking in the mirror at all</u> (b) I was taught, there is no such thing as a perfect parent, and I was thinking "oh!" (a) there's no handbook you've got a baby, you get on with it there's no handbook to tell...how you do this how you do that (a) <u>admitting my own short-</u>	456	Problem was family. Now looking at how she deals with them and herself as a single mother Easier to be herself. To accept herself, flaws too.
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	<p><u>fallings, and being okay with the fact that Ive got them, instead of putting pressure</u></p> <p><u>on myself that I was failing. I'm not failing. I just don't meet other peoples</u></p> <p><u>standards</u></p>	469	
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Code:	<p>5: Motivation to learn. As a person matures, [their] motivation to learn becomes internal</p> <p>Questions</p> <p>Q: In what way do you feel successful about where you are now?</p>
Success	They have gained success from coming to group
Volition/ Choice to learn	It was their choice to learn
Value of learning	They show they valued what was learned

Coding labels	Group A Question 5	Line	Notes
Success	(R) (c) my personal motivation. There's a knock on effect. A lot of things I should have been doing, I was too lazy. As I said. Ten o clock Monday. I have a check list I cross off...(a) My confidence and assertiveness. At the end of the day it all	470 471 472	Confidence assertiveness success
Success valuable	about me. Nobody else I'm the only one who can change myself. If I think I' changing for the better, it's the future I'm looking forward to. (c) <u>I've gone home and discussed what I've learnt with the missus telling her I agree with it and its</u>	473 474 475	Relationship success Valuing the learning for
valuable	<u>valuable.</u> She's thinking "oh yeah your getting stuff out of the course.	476	them. A personal choice
Volition / Choice to learn.	I get "what shit do you do today? If she thinks this way I keep it to myself. (R) <i>do you think its shit? If I thought it was shit I wouldn't be here. I wouldn't come here every week. I do things now to make me feel good. If I feel good I'm gonna portray myself as feeling good and my kids are gonna pick up on me feeling good. she can do her own thing that's her business. It's about me, and my own children not about her.</i>	477 478 479 480 481	to learn for themselves. Even in a poor relationship.

Coding labels	Group B Question 5	Line	Notes
Success	<p>(e) <u>I'm a better father to my son</u> (d) <u>In more control</u> (R) <i>yeah? In what way?</i></p> <p><u>Dealing with my daughter more than anything.</u> (c) <i>If It wasn't for Mike and Byron.</i></p> <p><i>I'd be stuck in my old ways... I'm more outgoing, I've come out of my shell more</i></p> <p>(a) <i>confidence. (R) when you say confidence its different for everybody what</i></p> <p><i>does confidence mean for you? (c) I <u>can go to Mike and Byron and say look, I'm</u></i></p>	482 483 484 485 486	Success as a parent Confidence to ask for help with form
Success	<p><u>stuck on this form can you help me please?</u> (R) <i>so you'd say it out loud?</i> (c)</p> <p><u>yeah. (a) when I first came to group, I walked in there was quite a few people in</u></p> <p><u>here I thought God I don't want to be here.. as you know I am quite quiet. As you</u></p> <p><u>know. I find it easier to cope with this type of situation.</u> (R) <i>so you were able to</i></p> <p><i>cope with social situations better?</i> <i>It feels like you are not coming to a group, it</i></p> <p><i>feels like a laugh..</i></p>	487 488 489 490 491	Personal success in managing social situations

Coding labels	Group C Question 5	Link	Notes
Ontological	(c) <u>I know what I want in life now. I was sitting here thinking, is this my life? On</u>	492	
change	<u>my own all week. And I've said, you know, as much as I love my partner, you</u>	493	
	<u>either go get a new job or I'm going, cos this is not a life for me or his son, and</u>	494	
	<u>now he's got himself a new job, so it's got to the point it helped me to look at my</u>	495	Change in social role
Volition	<u>life (R) so you made some decisions then? Yeah I made a big decision. I just</u>	496	questioning if this is all
Ontological	<u>didn't see it as a life for me and my son (R) In four weeks? Yeah I was literally</u>	497	there is to be a female
change	<u>just sat there and I thought this is my life now. When I came here, I was taught</u>	498	learner.
Social role	<u>about self esteem, I thought, I'm supposed to have a life as well. He might go to</u>	499	
change	<u>work and get the money he wants, and do what he wants and travel, but am I</u>	500	
Valuing	<u>supposed to, just because I am a mum, am I supposed to just work part time, or</u>	501	
learning	<u>just sit here and look after the baby. I said it shouldn't be like that. If I want</u>	502	
	<u>somebody there with me, they should be there with me, so I can go and do things</u>	503	
	<u>so I can have free time and do things for myself. Its not just being a mum....If I</u>	504	
	<u>want to do things and have a career for myself then I have a right to do it, and if</u>	505	

Success	<u>he's not going to help me and provide that in my relationship, then I'd be better off</u>	506	Success in all parts of life
	<u>dealing with things on my own</u> (R) <i>knowing your rights and what you deserve as a</i>	507	
	<i>woman?</i> (d) yeah (R) (a) ummm I think you are finding your own voice (to (c)) .	508	
	what about you I know you've only been here a week? (e) I know I've only been	509	
	here a week but I have shouted less. What was the reason you shouted less?	510	
	Well it wasn't getting me anywhere was it (R) <i>So stress has come down a little</i>	511	
	<i>bit?</i> (e) yeah (c) (a) <u>I don't think there is an area of my life this group hasn't</u>	512	
	<u>made me feel more successful. I trust myself (b) and believing you're a good</u>	513	
	<u>mum as well.. there's less shouting on my part. I used to really scream at (my</u>	514	
	<u>child) the whole street could hear me.</u>	515	
	(R) <i>so you're successful at managing your own emotions?</i> (c) you're more in	516	
	control. You've learnt how to control things.. (R) <i>what do you control more now?</i> (517	
	c) not to lose your temper as much as you did. Spending more time with them.	518	
Listening to them, talking to them, um, (b) if my sons had a bad day I say to him	519		
"what's happened today?			

Appendix 6

Category words	Description
Internal change	Recognises the ideas surrounding the view that education is more than learning about behaviour etc, and recognises the understanding of the human self and the learners place in their world.
Altruism	A perceived unselfishness and philanthropy on the part of the educator.
Skill, character, attributes (SKA)	As described. This could be used in the "Ideal Person Specification" for the role of the educator.
Work outside of the group	Traditional group educators may not have responsibility for learners outside of the learning environment.
Parenting	Reference to learning about parenting, child behaviour or the programme delivered
Educator learning	Incidences of the educator changing and learning from and with group.
Interpersonal Relationship	Learner perceives a relationship with the educator that is personal to them. A connection.
Further support/ education	Educator is networking in their communities to ensure that they are aware of other support agencies, or further education other than the group.

Inductive Codes for Framework Analysis of Objective 3

Appendix 7

Coding Framework Analysis and Votes for Objective 3

Group A

What did the educator do? How did they do it?	Votes	Category	Specific quotes from learners/ comments
Comes from heart not just on paper	5	Altruism	
They are funny, they make a joke	3	Skill, character, attribute.	
Different from others in authority. One of the lads. Not a three piece suit	2	Skill, character, attribute.	

Cares as an individual	5	Altruism	
Rings me or I can ring them anytime	5	Work outside of the group	
Came to the house to introduce themselves	2	Work outside of the group	
Explained about their own daughter and current parenting problems	2	Parenting	
Talked about his own experiences	2	Educator learning and changing	
Honest and straight	7	Skill, character, attribute.	

We are helping him as much as he is helping us (with parenting problems)	5	Educator learning and changing	Even in 6 weeks the group felt as if they were equal to the educator in terms of knowledge and support?
Showed us what we did before. Helped us to correct behaviour	2	Parenting	
He's not just here for wages	6	Altruism	
He's learning as we learn	4	Educator learning and Changing	

Group B

What learners valued most	Votes	Category	Specific quotes from learners/ comments
Transporting to and from group	2	Work outside of group	
Encouraged learners to change	5	Internal change	
They phone so I go to group to please them	3	Interpersonal relationship	"I don't want to let him down"
Make us laugh. Relaxes us	7	Skill, character, attribute.	Again. Laughter even though the situation is stressful for some of the parents
Good advice	3	Parenting	Parenting advice

		education	
Help filling in forms for benefits and finding courses	3	Further support/ education	
Texts and phone calls helped	5	Work outside of the group	Educator would ring even if person felt like not coming they would come because of the contact. Could phone educator anytime and they would get back to them.
Not seen as workers but friends	9	Interpersonal relationship	Perceived deep relationships are formed with learners.
The little things like turning up at the house, to see if you are okay	2	work outside of group	
			Committed to the group, and would say if

Reliable	6	Skill, character, attribute.	they were running late, they could trust the educators word
Easy to talk to about problems	1	Interpersonal relationship	
Can find out what's going on in their area to support further	3	Work outside of group	Talked about working with community development fishing course, first aid, holiday schemes. Networked with others in the area for this
Saying you are doing okay	2	Internal change	
Very honest	2	Skill, character, attribute.	Sometimes in difficult circumstances. Difficult conversations.

Phone calls	6	Work outside of the group	
Listens to you	7	Skill, character, attribute	
Makes me feel welcome	6	Skill, character, attribute	Walking into group, being in group after a hard week.
Help and guide	2	Internal change	Life matters rather than parenting
Accessing training	1	Further support/education	Further education

		opportunities	
Offering more courses	3	Further support/ education opportunities	
Transports us to group	2	Work outside of group	

Group C

What learners valued most	Votes	Category	Comments
Helped me understand behaviour	3	Parenting education	
I feel I can talk to them	2	Interpersonal Relationship	
They came to the house	1	Work outside of the group	
Gave us knowledge	1	Parenting	Could be a number of categories. Quite ambiguous.
Didn't criticise me	3	Skill, character, attribute.	

Listens	3	Skill, character, attribute.	
Sees my good qualities	3	Internal change	
Realised I was not alone	5	Interpersonal relationship	
We are personal to them	2	Interpersonal relationship	
Encourages you to connect with others	2	Internal change	
Made me talk to others	2	Internal change	

They made me think about me	5	Internal change	
They taught me what I am worth	1	Internal change	
No judgements	1	Skill, character, attribute	
Helped me see life more clearly	1	Internal change	
They made an effort	1	Skill, character, attribute.	
They came to me in a crisis	4	Work outside of group	Came to the house when person was not in group and supported her in a financial and mental health crisis. Helped
		Skill, character,	Trusted with a problem and it was sorted out.

Didn't "brush me off"	1	attribute.	
The friend that I didn't have	6	Interpersonal relationship	
Accessing further training	1	Further support /education	The need for educator to move on to other things, even if this is not sometimes their role this is valued. High level of networking and collaboration between agencies.
Their experiences as a parent	1	Parenting	
Met me outside to help me feel welcome to group	1	Work outside of the group	Due to anxiety. Educator would have had to be communicating at a high level looking at emotions for this to happen. Met them in their own house.

