

VAŽNOST PRUŽANJA STRUČNE PODRŠKE RODITELJIMA: EVALUACIJA PROGRAMA ŠKOLE ZA RODITELJE

THE IMPORTANCE OF PROVIDING PROFESSIONAL SUPPORT TO PARENTS: EVALUATING THE “SCHOOL FOR PARENTS” PROGRAM

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Sažetak: Cilj je ovog rada davanje uvida u neke aspekte pohađanja Škole za roditelje, točnije, prikazat će se procesna evaluacija i evaluacija ishoda navedenog programa.

Istraživanje je provedeno na uzorku od 15 sudionika polaznika programa Škole za roditelje te je korištena metoda intervjua, a u koncipiranju istraživačkih pitanja i analizi rezultata koristila se metoda analize okvira. Rezultati istraživanja pokazali su kako sudionici iskazuju iskustvo poboljšanja roditeljskih kompetencija, dobiti od grupnog rada te zadovoljstvo sudjelovanjem u programu, ali i neke negativne aspekte sudjelovanja. Također sudionici percipiraju poboljšanje odnosa roditelj – dijete te promjene u doživljavanju djeteta, kao i svoje osobne promjene. Ovaj rad također daje praktične implikacije za aktualno i buduće pružanje stručne pomoći roditeljima te otvara nova istraživačka pitanja.

Glavne riječi: roditeljstvo, programi podrške roditeljstvu, iskustva roditelja sudionika programa za podršku roditeljstvu

Abstract: The aim of this paper is to evaluate the processes and outcomes associated with a parent support program called “School for Parents” based on the perspective of parent attendees. The study was conducted using a sample of 15 parents who attended the “School for Parents” program. Data was collected from participants using interviews and analysed using the framework analysis method. Our results show that the views or perceptions of parents changed with changes in their own parental competencies. We also highlight the benefits and satisfaction that comes with participating in the group, as well as some negative aspects of participation. Participants reported that they experienced improvements in the quality of the parent-child relationship, changes in the comprehension of the child, as well as personal changes in themselves. This study emphasises the practical implications for the need to provide professional support to parents, as well as raises questions that require further research.

Keywords: parenting, parent support program, attendee experience, parent-child relationship

UVOD

Podrška roditeljstvu

Podrška roditeljstvu prema Quintonu (2004) podrazumijeva djelovanje nabolje, pri čemu podrška treba smanjiti postojeće probleme ili pomoći roditeljima u njihovu lakšem rješavanju. S obzirom na to da je čovjek pod utjecajem

INTRODUCTION

Parenting support

According to Quinton (2004), parenting support refers to ameliorating action, whereby support can mitigate existing issues or help parents resolve them more easily. Given that all individuals are influenced by their environment, the nature of bonds and relationships in a

okoline, poznato je kako priroda veza i odnosa u obitelji tijekom socijalizacije djeteta može biti ili razvojna prednost (zaštitni čimbenik) ili može imati negativne posljedice po samo dijete (rizični čimbenik). Točnije, nedostatak toplog i pozitivnog odnosa s roditeljima, nesigurna privrženost, nepopustljivo, kruto ili nedosljedno discipliniranje, bračni sukobi i roditeljska psihopatologija te visoke razine roditeljskog stresa povećavaju rizik da će se kod djeteta razviti ponašajni i emocionalni problemi (Coie, 1996, Loeber i Farrington, 1998, Patterson, 1982; sve prema Leung i sur., 2003). S druge strane podržavajući obiteljski odnosi pokazali su se kao značajni prediktori pozitivne prilagodbe djeteta u djetinjstvu i adolescenciji (Cauce i sur., 1990, Cohen i Wills, 1985, Wills i sur., 1992; sve prema Leung i sur., 2003).

Pod programima podrške roditeljstvu podrazumijevaju se preventivne aktivnosti utemeljene u zajednici koje imaju za cilj smanjiti razinu roditeljskog stresa te ojačati roditeljske kompetencije i pozitivno ponašanje kako bi se povećala sposobnost roditelja da uspješno odgajaju svoju djecu i koriste dostupne resurse, posebno neformalnu podršku i ostale mogućnosti dostupne u zajednici (Chaffin i sur., 2001). U konačnici, svrha podrške roditeljstvu jest jačanje kapaciteta roditelja da djetetu pruže optimalne uvjete za razvoj njegovih potencijala, da adekvatno odgovaraju na djetetove razvojne potrebe i da omogućue ostvarivanje djetetovih prava te je usmjerena na roditeljska znanja i vještine, ali i na ostale okolinske činitelje koji mogu utjecati na ispunjavanje roditeljske uloge (Pećnik, 2013a).

Stručna pomoć u roditeljstvu

Podrška roditeljstvu uključuje formalnu i neformalnu podršku, pri čemu neformalna uključuje članove socijalne mreže roditelja (prijatelji, šira rodbina), a formalna usluge koje pružaju različite organizacije civilnog društva i javne ustanove (Pećnik, 2013b). U ovom radu naglasak će biti na formalnoj, odnosno stručnoj podršci roditeljstvu. Ujedno treba razlikovati i podršku roditeljstvu od podrške obitelji. Podrška obitelji podrazumijeva šire djelovanje te je usmjerena na poboljšanje funkcioniranja obiteljskog sustava, njegovu

family during socialisation can either be a developmental advantage (protective factor) or a factor resulting in negative consequences (risk factor) for the child. More specifically, the lack of a warm and positive relationship with parents, insecure attachment, uncompromising stances, rigid or inconsistent disciplinary actions, marital conflict, parental psychopathology, as well as high levels of parental stress can increase a child's risk of developing behavioural and emotional problems (Coie, 1996, Loeber and Farrington, 1998, Patterson, 1982; all according to Leung et al., 2003). On the other hand, supportive family relationships are reported to be significant predictors of positive adaptation of the child during childhood and adolescence (Cauce et al., 1990, Cohen and Wills, 1985, Wills et al., 1992; all according to Leung et al., 2003).

Parenting support programs include community-based prevention activities that aim to reduce parental stress, as well as strengthen parental competencies and positive behaviour: this in turn helps increase the ability of parents to successfully raise their children and use available resources, particularly informal support and other opportunities available in the community (Chaffin et al., 2001). Ultimately, the purpose of parenting support is to strengthen the capacities of parents to provide their children with optimal conditions for the development of their potential, to adequately respond to the child's developmental needs, as well as to enable the realisation of children's rights. Parenting support is focused not only on parental knowledge and skills, but also on other environmental factors that may affect the performance their role as parents (Pećnik, 2013a).

Professional help in parenting

Parenting support can include formal and informal support: informal support involves members of the parents' social networks (friends, extended family), while formal services are provided by various civil society organisations and public institutions (Pećnik, 2013b). In the present study, we will focus on formal (i.e.) professional parenting support. At the same time, there is a need to distinguish between parenting and family support. Family support implies a wider spectrum of action and is aimed at improving the functioning of the family system, its stability, and the support it receives from the social environment. On the other hand, parenting support has a narrow focus on the

stabilnost i podršku koju prima iz okruženja, dok podrška roditeljstvu ima uži fokus – na roditelja i njegovu interakciju s djetetom (Pećnik i Dobrotić, 2019).

Na roditeljstvo utječu različiti čimbenici, od osobnih obilježja roditelja (npr. uvjerenja, osobna dobrobit), obilježja djeteta (npr. temperament, razvojne teškoće), kontekstualnih izvora stresa i podrške (npr. kvaliteta odnosa s partnerom, materijalno stanje obitelji) do šireg društvenog okruženja (npr. dostupnost i kvaliteta usluga za djecu i roditelje, mjere obiteljske politike) (Belsky i Stratton, 2002). Postoje brojna istraživanja koja pokazuju povezanost roditeljskog stresa s nižom razinom roditeljske kompetencije (Kuhn i Carter, 2006, Hassall i McDonald, 2005, Jackson, 2000). Navedeno ukazuje na nužnost stručne podrške roditeljima u njihovoj roditeljskoj ulozi u pojedinim slučajevima. Rezultati novijeg istraživanja (Pećnik 2013a) provedenog na kvantnom uzorku od 1 271 majke i 350 očeva djece u dobi od šest mjeseci, jedne godine te tri i šest godina pokazali su kako su dvije trećine roditelja osjetile potrebu za stručnim savjetom u roditeljstvu, a trećina ovu potrebu ima često ili ponekad. Nažalost, tek manje od četvrtine roditelja stvarno se i savjetovalo s nekim stručnjakom o pitanjima roditeljstva (Pećnik 2013a).

Iz nekih ranijih istraživanja iskustava roditelja sa sudjelovanjem u programima za roditeljstvo (Sandback, 2008., Toseland i Rivas, 2005., Lindsay i sur. 2011.) doznajemo kako je za roditelje iskustvo sudjelovanja u programima podrške roditeljstvu bilo pozitivno i korisno jer je smanjilo stigmatizaciju, roditelji su bili osnaženi, informirani, imali su mogućnost razmjene iskustava u grupi te su nakon završenog sudjelovanja u programima podrške roditeljstvu prepoznali brojne pozitivne promjene vezane uz vlastito mentalno zdravlje, više dosljednosti u odgoju djece i manje vlastitih problema (Lindsay i sur. 2011).

Iako je u Republici Hrvatskoj stručna podrška roditeljstvu naizgled dobro pravno regulirana, rezultati istraživanja ukazali su na niz nezadovoljenih potreba za uslugama podrške roditeljstvu (Pećnik i Dobrotić, 2019). Najvažniji dokument kojim se štite i promiču prava djeteta i koji djeluje na međunarodnoj razini jest Konvencija UN-a o

parent and their interaction with their child (Pećnik and Dobrotić, 2019).

Parenting is influenced by several factors, including the personal characteristics of parents (e.g., beliefs, personal well-being), the characteristics of the child (e.g., temperament, developmental difficulties), contextual sources of stress and support (e.g., quality of the partner relationship, the family's financial situation), as well as the extended social environment (e.g., availability and quality of services for children and parents, family policy measures) (Belsky and Stratton, 2002). Several studies have reported an association between parental stress and low levels of parental competence (Kuhn and Carter, 2006; Hassall and McDonald, 2005; Jackson, 2000). This indicates that in some cases there is a need for professional support provided to parents in terms of their parental role. Pećnik (2013a) conducted a study based on a quantum sample consisting of 1,271 mothers and 350 fathers of children aged six months, one year, three years, and six years: the results showed that two thirds of parents felt the need for professional advice in matters of parenting, and a third of the respondents felt this need often or sometimes. Unfortunately, less than a quarter of parents actually consulted with a professional on parenting issues (Pećnik, 2013a).

Previous studies on the experiences of parents participating in parenting programs (Sandback, 2008, Toseland and Rivas, 2005, Lindsay et al. 2011) have shown that their experiences were positive and beneficial because parents felt empowered, informed, and had the opportunity to exchange experiences in a group without feeling stigmatized. After participating in the parenting support programs, parents recognised significant positive changes related to their own mental health, consistency in raising their children, and fewer problems of their own (Lindsay et al. 2011).

Although professional parenting support is seemingly well regulated in the Republic of Croatia, a number of parenting support services have not been met (Pećnik and Dobrotić, 2019). The most important document that protects and promotes the rights of children worldwide is the UN Convention on the Rights of the Child (1989), which contains two key messages concerning parental responsibilities and the responsibilities of the state:

1. Parents have the primary responsibility for the upbringing and development of the child, and

pravima djeteta (1989), a u ovom se radu spominje jer sadrži dvije ključne poruke o roditeljskoj odgovornosti, ali i odgovornosti države:

1. primarnu odgovornost za odgoj i razvoj djeteta imaju roditelji te njihova najvažnija briga treba biti najbolji interes djeteta
2. države su te koje trebaju prepoznati roditeljsku odgovornost i poduzeti različite pozitivne mjere kako bi roditeljima pomogle i podržale ih u onome što je njihova odgovornost u odgoju djeteta.

Iz navedenog je jasno vidljivo kako je svaka država potpisnica UN-ove Konvencije o pravima djeteta dužna osigurati pomoć roditeljima kada oni sami nemaju mogućnosti i/ili kapaciteta za odgoj i razvoj djeteta i/ili ne postupaju u najboljem interesu djeteta. Uz UN-ovu Konvenciju o pravima djeteta (1989), važna je i Preporuka (2006)19 Vijeća Europe o politici potpore pozitivnom roditeljstvu (Pećnik i Starc, 2010). Univerzalna podrška roditeljstvu u Hrvatskoj je uvedena u nacionalnu politiku kroz Nacionalni plan za prava i interese djeteta 2006.–2012. (2006), koji naglašava važnost pružanja podrške obitelji u njihovoj obrazovnoj funkciji. Nakon toga je donesena i Nacionalna strategija o pravima djeteta za razdoblje 2014.–2020. (2014) koja poziva na sustavnu podršku roditeljima i obiteljima putem različitih programa i mjera koje promiču kvalitetno, odgovorno i nenasilno podizanje djece.

Nadalje ključni zakoni koji se također bave univerzalnom, ali i ciljanom podrškom roditeljstvu jesu Obiteljski zakon (NN 103/2015) i Zakon o socijalnoj skrbi (NN 157/2013, 152/2014, 99/2015, 52/2016, 16/2017, 130/2017). Obiteljskim zakonom (NN 103/2015) propisano je načelo prvenstvene zaštite dobrobiti i prava djeteta, kao i prvenstvenog prava roditelja da skrbe o djetetu te dužnosti tijela da im u tome pruže pomoć. Uz Obiteljski u području podrške roditeljstvu važan je i Zakon o socijalnoj skrbi (NN 157/2013, 152/2014, 99/2015, 52/2016, 16/2017, 130/2017) kojim se reguliraju prava i obaveze roditelja, ali i stručnih djelatnika u radu s djecom i njihovim obiteljima te se njime ujedno daje i pravni okvir unutar kojeg su stručnjaci sustava socijalne skrbi dužni djelovati kada se obitelji nalaze u potrebi za formalnom podrškom.

the best interests of the child shall be a primary consideration of theirs

2. It is the State that should recognise parental responsibilities and take various positive measures to help and support parents in carrying out their responsibilities in the upbringing of children.

It is clear from the aforementioned that each state that is party to the UN Convention on the Rights of the Child is obliged to ensure the provision of help to parents when parents themselves do not have the opportunity and/or capacities for the upbringing and development of the child, and/or do not act in the best interests of the child. In addition to the UN Convention on the Rights of the Child (1989), the Recommendation Rec (2006) 19 of the Council of Europe on the Policy to Support Positive Parenting (Pećnik and Starc, 2010) is also important. Universal parenting support was introduced into national policy in Croatia through the National Plan of Activities for the Rights and Interests of Children 2006-2012 (2006), which emphasises the importance of providing support to families in terms of their educational function. Subsequently, the National Strategy on the Rights of Children in the Republic of Croatia for the period 2014-2020 was adopted (2014). This document calls for systematic support to parents and families provided through various programs and measures that promote a high quality, responsible, and nonviolent upbringing of children.

Furthermore, the Family Act (OG 103/2015) and the Social Welfare Act (OG 157/2013, 152/2014, 99/2015, 52/2016, 16/2017, 130/2017) represent key laws that also deal with not only universal, but also targeted parenting support. The Family Act (OG 103/2015) stipulates the principle of primary protection of the welfare and rights of the child, as well as the primary right of parents to care for the child and the duty of authorities to provide them with help in doing so. In addition to the Family Act, the Social Welfare Act (OG 157/2013, 152/2014, 99/2015, 52/2016, 16/2017, 130/2017) is also important in the area of parenting support. This act regulates the rights and obligations not only of parents, but also of professionals working with children and their families. It also provides a legal framework within which social welfare professionals are obliged to act when families are in need of formal support.

Prilikom analize prethodno navedenog pravnog okvira nailazi se na niz dužnosti i odgovornosti države u pružanju stručne podrške roditeljstvu. Nadalje rezultati istraživanja Pećnik i Dobrotić (2019) pokazuju kako roditelji mogu potražiti uslugu savjetovanja u CZSS-u ili podružnici CZSS-a, obiteljskom centru i u okviru mjera obiteljsko-pravne zaštite djetetove dobrobiti i prava. Međutim usluge univerzalne i ciljane podrške roditeljstvu, preventivni programi i programi rane intervencije uglavnom im nisu dostupni (Pećnik i Dobrotić, 2019). Navedeno istraživanje (Pećnik i Dobrotić, 2019) samo je jedno od istraživanja (npr. Pećnik i Raboteg-Šarić, 2005, Pećnik i Tokić, 2011, Brajša-Žganec i sur., 2011, Dobrotić i sur., 2015) koje ukazuje na potrebu veće dostupnosti stručne podrške roditeljima. Osim nedostupnosti podrške važno je spomenuti i strah od stigmatizacije koji roditelji navode kao čimbenik koji ih sprečava u traženju stručne pomoći u roditeljstvu (Pećnik, 2013a). Dakle nužno je, osim na razvoju i širenju programa podrške roditeljstvu, raditi i na destigmatizaciji roditelja koji pomoć traže.

Jedan od programa podrške roditeljstvu u Hrvatskoj, a koji je bio u fokusu ovog rada, jest program Hrabrog telefona koji se provodi od 2007. godine pod nazivom Škola za roditelje. Program je kreiran po principima realitetne terapije te se provodi kroz 10 radionica putem grupnog rada. Grupe se sastoje od roditelja koji su se prijavili samoinicijativno te onih koji su upućeni od strane Centra za socijalnu skrb, a vodi ih psihologinja. Radionice se odvijaju jednom tjedno u večernjem terminu, u trajanju od 90 minuta.

Ciljevi su programa Škole za roditelje sljedeći:

1. Unapređenje odnosa roditelj – dijete
2. Prihvatanje djeteta
3. Usmjeravanje djetetova ponašanja
4. Usvajanje primjerenih načina rješavanja sukoba
5. Poboljšanje komunikacije s djetetom
6. Stjecanje znanja o djetetovu razvoju
7. Smanjenje roditeljskog stresa

Što se programa podrške roditeljstvu u svijetu tiče oni su srećom mnogobrojni. Jedan od najraširenijih programa jest program pozitivnog roditeljstva *Triple P* koji se sastoji od pet razina. Razina 1 obuhvaća komunikacijsku kampanju koja ima za cilj

Based on the above-mentioned legal framework, the state must fulfil a number of duties and responsibilities with respect to providing professional parenting support. Furthermore, Pećnik and Dobrotić (2019) showed that parents may seek counselling services at the Centre for Social Welfare (CSW) or a family centre that has a CSW branch; this is within the framework of the measures of family law protection aimed at a child's welfare and rights. However, universal and targeted parenting support services, prevention programs, and early intervention programs are generally unavailable to parents (Pećnik and Dobrotić, 2019). Pećnik and Dobrotić (2019) is one among several studies (e.g., Pećnik and Raboteg-Šarić, 2005, Pećnik and Tokić, 2011, Brajša - Žganec et al., 2011, Dobrotić et al., 2015) that indicate the need for greater availability of professional support to parents. In addition to unavailability, it is important to mention the fear of stigmatisation that parents cite as a factor that prevents them from seeking professional help in matters of parenting (Pećnik, 2013a). Therefore, in addition to the development and expansion of parenting support programs, it is necessary to work on the destigmatising the need for parental support.

Our study focuses on one of the parenting support programs in Croatia called the "Brave phone (Hrabri telefon)" program, which has been implemented since 2007: this program is also known as "School for Parents". The program was created based on the principles of reality therapy, and is implemented by a psychologist in groups via 10 workshops. The groups consist of parents who applied at their own initiative, as well as parents who have been referred by the CSW. The workshops take place once a week in the evening for a period of 90 minutes.

The goals of the "School for Parents" program are as follows:

1. Improving the parent-child relationship
2. Acceptance of the child
3. Directing the child's behaviour
4. Adoption of appropriate ways of resolving conflicts
5. Improving communication with the child
6. Developmental knowledge about the child
7. Reducing parental stress

As far as parenting support programs are concerned, there are several such programs across the world.

staviti roditeljstvo na dnevni red i podići svijest o potrebama roditelja (putem brošura, plakata, novinskih članaka te radijskih emisija). Razina 2 podrazumijeva intervenciju “lakog dodira” te se odnosi na jednokratnu pomoć roditeljima koji se općenito dobro nose s roditeljstvom, ali imaju jednu ili dvije zabrinutosti u vezi ponašanja ili razvoja svog djeteta (dostupna je za roditelje djece od rođenja do 12 godina te za roditelje tinejdžera). Treća se razina ovog programa već odnosi na ciljano savjetovanje roditelja čija djeca imaju blage do umjerene teškoće u ponašanju te je dostupan za roditelje djece iste dobne skupine kao i na prethodnoj razini. Za roditelje djece s teškim problemima u ponašanju jest razina 4 koja je dostupna za roditelje djece od rođenja do 12 godina i od 12 do 16 godina te pokriva 17 osnovnih pozitivnih roditeljskih vještina koje se mogu prilagoditi širokom rasponu roditeljskih situacija. Posljednja, peta razina ovog programa odnosi se na intenzivnu podršku obiteljima sa složenim problemima (*Triple P*, 2018.).

Još jedan od poznatijih programa podrške roditeljstvu u svijetu jest program *Parents as teachers* koji je, jednako kao i *Triple P*, raširen u nekoliko zemalja diljem svijeta. Riječ je o programu obrazovanja roditelja koji uključuje kućne posjete i osmišljen je tako da počne u prenatalnoj dobi ili po rođenju djeteta. Navedeni program ima četiri osnovna cilja (*Parents as teachers*, 2018.):

1. unaprijediti roditeljsko znanje o razvoju djeteta u ranom djetinjstvu i poboljšati njihovu roditeljsku praksu,
2. osigurati rano otkrivanje razvojnih kašnjenja i zdravstvenih problema,
3. spriječiti zlostavljanje i zanemarivanje djece,
4. povećati spremnost djece za školu i uspjeh djece u školi.

Iako postoje neke razlike među navedenim programima u načinima izvedbe i naglascima na određene probleme, iz navedenih se ciljeva može vidjeti kako ovi programi nastoje prevenirati pojavu teškoća u roditeljstvu te što ranije prepoznati teškoće u razvoju djeteta kako bi se na vrijeme reagiralo.

Teorijska polazišta

Za naše istraživanje treba istaknuti teoriju socijalne podrške (Lakey i Cohen, 2000), integriranu

One of the most widespread programs is the positive parenting program “Triple P”, which consists of five levels. Level 1 includes a communication campaign aimed at keeping parenting on the agenda and raising awareness of the needs of parents (through brochures, posters, newspaper articles, and radio shows). Level 2 is an “easy touch” intervention and refers to one-off assistance provide to parents who generally cope well with parenting, but have one or two concerns about their child’s behaviour or development (available to parents of children from birth up to 12 years of age, as well as for parents of teenagers). Level 3 offers targeted counselling for parents whose children have mild to moderate behavioural difficulties, and is available for parents of children in the same age group as mentioned in level 2. For parents of children with severe behavioural problems, level 4 covers 17 basic positive parental skills that can be adapted to a wide range of parental situations, and is available for children from birth to 12 years and between 12-16 years. Level 5 offers intensive support for families with complex problems (Triple P, 2018).

Another well-known parenting support program that is widespread in several countries across the world is the “Parents as teachers” program. This parent education program includes home visits and is designed to start at a prenatal age or after the birth of the child. It has four basic goals (Parents as teachers, 2018):

1. Increase parental knowledge of a child’s development in early childhood and improve their parenting practices
2. Ensure early detection of developmental delays and health problems
3. Prevent child abuse and neglect
4. Increase children’s readiness for school and the success of children in school.

Although there are certain differences between these programs with respect to performance and emphasis on certain problems, based on the goals stated, it is clear that these programs seek to prevent the occurrence of difficulties in parenting and recognise difficulties in the development of the child as early as possible in order to respond in time.

Theoretical starting points

For the purpose of our study, it is critical to highlight the Social support theory (Lakey i Cohen, 2000),

teoriju roditeljskog uključivanja (McCurdy i Daro, 2011) i teoriju samoodređenja (Deci i Ryan, 1985). Socijalna podrška može se konceptualizirati kao zaštitni čimbenik u skrbi za roditeljsku dobrobit i može obuhvaćati podršku supružnika, prijatelja, profesionalaca ili grupe za potporu (Mirfin-Veitch i sur., 1997). Postoje tri važne teorijske perspektive istraživanja socijalne podrške: perspektiva stresa i suočavanja sa stresom, perspektiva socijalne konstrukcije i perspektiva veza (Lakey i Cohen, 2000). Prema perspektivi stresa i suočavanja sa stresom (Lakey i Cohen, 2000), koja se ujedno smatra najutjecajnijom teorijskom perspektivom socijalne podrške, vjeruje se da socijalna podrška smanjuje učinak stresnih događaja na zdravlje, bilo kroz podržavajuće akcije drugih bilo kroz samo uvjerenje da im je podrška dostupna (Lakey i Cohen, 2000). Točnije, socijalna podrška pozitivno utječe na suočavanje sa stresnim događajima.

Prema integriranoj teoriji roditeljskog uključivanja (McCurdy i Daro, 2011) postoje četiri čimbenika koja utječu na uključivanje i zadržavanje roditelja u programima podrške roditeljstvu: osobne karakteristike, karakteristike pružatelja, karakteristike programa te susjedstvo. Navedena teorija značajna je za ovo istraživanje jer se radi o motivaciji roditelja za uključivanje u programe podrške roditeljstvu.

Budući da je istraživani i doživljaj promjena roditelja u roditeljstvu nakon završetka Škole za roditelje, neophodno je spomenuti teoriju samoodređenja (Deci i Ryan, 1985) koja objašnjava promjenu pojedinca. Prema teoriji samoodređenja (Deci i Ryan, 1985) svi imamo tri osnovne potrebe: potrebu za osjećajem kompetentnosti (da smo uspješni u obavljanju neke aktivnosti), potrebu za autonomijom (da možemo birati i odlučivati) te potrebu za osjećajem povezanosti (s drugim ljudima). Ljudsko je ponašanje u različitim stupnjevima samodeterminirano, odnosno u većoj ili manjoj mjeri regulirano je od strane okoline. Teorija samoodređenja zapravo se sastoji od šest mini-teorija, a za rezultate ovog istraživanja korisna je podteorija kognitivne evaluacije (Deci i Ryan, 1985) koja govori o tome kako okruženje može utjecati na ponašanje: u informacijskom aspektu (povećavajući intrinzičnu motivaciju), u kontrolirajućem aspektu (smanjujući intrinzičnu motiva-

the Integrated theory of parent involvement (McCurdy and Daro, 2011), and the Self-determination theory (Deci i Ryan, 1985). Social support may be conceptualised as a protective factor associated with parent welfare and may include support provided by spouses, friends, professionals, or a support group (Mirfin-Veitch et al., 1997). There are three important theoretical perspectives on social support research: the stress and coping perspective, the social constructionist perspective, and the relationship perspective (Lakey and Cohen, 2000). According to the stress and coping perspective (Lakey i Cohen, 2000), which is also considered the most influential theoretical perspective on this subject, social support reduces the impact of stressful events on health either through supportive actions of others or solely on grounds of the belief that support is available to all individuals in the society (Lakey and Cohen, 2000). More specifically, social support has a positive effect on coping mechanisms when faced with stressful events.

The Integrated theory of parent involvement (McCurdy and Daro, 2011) includes four factors influencing parent involvement and continued participation in parenting support programs: personal characteristics, provider characteristics, program characteristics, and the neighbourhood. This theory is important since it involves parental motivation in terms of involvement in parenting support programs.

Since we wanted to address the changes in parenting after participating in the "School for Parents", it is necessary to mention the Self-determination theory (Deci and Ryan, 1985) that explains changes at an individual level. According to the Self-determination theory (Deci and Ryan, 1985), all of us have three fundamental needs: the need for competence (the successful completion of an activity), the need for autonomy (ability to make choices and decisions), and the need for relatedness (ability to relate to other people). The behaviours exhibited by people are self-determined to varying degrees, and are regulated by the environment to a greater or lesser extent. The self-determination theory actually consists of six mini-theories, among which the *Cognitive Evaluation Sub-Theory* (Deci and Ryan, 1985) is relevant for the purpose of our study because it explains how the environment may affect behaviour: in the information aspect (by increasing intrinsic motivation), in the control aspect (by decreasing intrinsic motivation), or in the motivational aspect (having no effect on motivation).

ciju) ili u amotivacijskom aspektu (ne djelujući na motivaciju).

CILJ I ISTRAŽIVAČKA PITANJA

Cilj istraživanja bio je dobivanje uvida u neke aspekte pohađanja Škole za roditelje iz perspektive roditelja polaznika. U svrhu ostvarivanja cilja postavljena su dva istraživačka pitanja: 1. Kakva su iskustva sudionika vezana uz sudjelovanje u programu podrške roditeljstvu Škola za roditelje?, 2. Koje promjene u roditeljstvu nakon završetka programa podrške roditeljstvu Škola za roditelje sudionici primjećuju?

Istraživačka pitanja bila su razrađena kroz pitanja u intervjuu. Prvo istraživačko pitanje obuhvatilo je prijašnje iskustvo sudjelovanja u nekom programu za roditeljstvo, očekivanja od pohađanja programa Škola za roditelje, iskustvo pohađanja aktualnog programa, zadovoljstvo programom i voditeljicom i prijedloge za unapređenje programa. Drugo istraživačko pitanje obuhvatilo je mišljenje sudionika o svojem roditeljstvu nakon pohađanja programa, viđenje vlastitog djeteta i prepoznavanje njegovih potreba, rješavanje sukoba, nošenje s vlastitim osjećajem stresa vezanim uz roditeljstvo, opis sebe kao roditelja prije i nakon pohađanja programa i percepciju promjena u obnašanju roditeljske uloge nakon završenog programa.

METODA

Uzorak

Korištena je neprobabilistička metoda uzorkovanja koja omogućuje uzimanje točno željenih grupa/pojedinaca iz populacije u uzorak (Galloway, 2005). U ovom istraživanju korišten je prigodni uzorak, odnosno sudjelovali su oni roditelji koji su završili sudjelovanje u programu podrške roditeljstvu Škola za roditelje i koji su pristali na sudjelovanje u istraživanju. Dobiveni rezultati stoga vrijede samo za te roditelje te se ne mogu uopćavati čak ni za druge skupine roditelja koji su polazili ili će polaziti taj program. Nemamo podataka o tome koliko je roditelja odustalo od sudjelovanja u programu ni jesu li uopće odustajali od sudjelovanja.

U istraživanju je sudjelovalo ukupno 15 sudionika pri čemu ih je 11 bilo ženskog spola, a četi-

RESEARCH AIM AND QUESTIONS

The aim of this study was to gain a better understanding of certain aspects of attending the “School for Parents” through the perspective of parent attendees. We posed two research questions to address our aim:

1. What are the experiences of the participants related to participation in the parenting support program - “School for Parents”?
2. What changes do the participants notice in their parenting style after completing the parenting support program - “School for Parents” (“Škola za roditelje”)?

The research questions were addressed using two sets of interview questions: the first set of questions corresponded to previous experiences of participating in a parenting program, expectations related to the “School for Parents” program, the experience of attending the “School for Parents” program, satisfaction with the program and the program facilitator, and suggestions for improving the program; the second set of questions encompassed participants’ perceptions of their parenting after attending the program, the perception of their own child and recognition of the child’s needs, conflict resolution, coping with their own feeling of stress related to parenting, describing themselves as parents before and after attending the program, and the changes observed in their role as a parent after completing the program.

METHOD

Sample

A non-probabilistic sampling method was used in order to obtain a sample of exactly the desired groups/individuals from the population (Galloway, 2005). We collected data from a convenient sample of participants that included parents who had completed the “School for Parents” parenting support program and voluntarily agreed to participate in the research study. The results obtained are therefore valid only for these parents and cannot be generalised to other groups of parents who have attended or will attend this program in the future. We have no record of how many parents have given up midway through the program or whether they have given up at all.

Our sample included a total of 15 participants (11 women and four men), ranging in age from 24 to 42 years (average age = 37 years). With respect to educa-

ri muškog. Dob sudionika kreće se od 24 do 42 godine (prosječna je dob 37 godina). Obrazovna je struktura sudionika sljedeća: nisko kvalificirani radnik bio je samo jedan sudionik istraživanja, četvero sudionika ima završenu srednju školu, višu je školu završilo dvoje sudionika, a osmero sudionika ima visoku stručnu spremu ili fakultet. Dvoje je sudionika nezaposleno, a preostalih trinaest je zaposleno. Jedanaest je sudionika u Školu za roditelje došlo samoinicijativno, a četvero je bilo upućeno od strane Centra za socijalnu skrb.

Postupak

Istraživanje je provedeno u suradnji s djelatnicima savjetovališta za djecu i roditelje Snaga obitelji. Intervjue je provela psihologinja, vanjska suradnica Hrabrog telefona s 15 roditelja koji su završili program podrške roditeljstvu Škola za roditelje te su dobrovoljno pristali na intervjuiranje. Mjesto provedbe intervjuja bile su službene prostorije Hrabrog telefona, Dječja kuća Borovje, čime je osiguran nesmetan tijek intervjuja te privatnost sudionicima. Intervjui su u prosjeku trajali 40-ak minuta te se radilo o polustrukturiranim intervjuima.

Prilikom provedbe intervjuja voditeljica se vodila etičkim načelima u provedbi kvalitativnih istraživanja (Oliver, 2010), pa je prethodno upoznala sudionike sa svrhom i temom istraživanja te da se ono provodi kroz razgovor. Budući da su podaci prikupljeni audiosnimanjem, za snimanje je prethodno zatražen pristanak sudionika pri čemu se navelo da će dobiveni podaci biti iskorišteni samo u svrhu navedenog istraživanja i da se jamči potpuna povjerljivost podataka, kao i da će pristup njima imati samo istraživači. Osim dobrovoljnog pristanka sudionika na sudjelovanje istaknuto je i da će se poštovati njihova odluka ako ne žele odgovoriti na neko pitanje, te da također mogu u potpunosti odustati od istraživanja u bilo kojem trenutku. Naglašena je i anonimnost u smislu da se u istraživanju nigdje neće spominjati njihovo ime i prezime.

Obrada podataka

Za analizu podataka korišten je pristup koji je u literaturi poznat kao analiza okvira (eng. *framework analysis*) (Ritchie and Spencer, 1994)

tional qualifications, four participants had completed secondary school, two participants had completed two-year of post-secondary education, eight participants had a university degree or had completed university education, and only one participant was an unskilled worker. Among the 15 participants, only two were unemployed. Eleven participants joined the “School for Parents” program at their own initiative, while the other four were referred to the program by the CSW.

Procedure

This study was conducted in cooperation with the staff of the counselling centre for children and parents called “Strength of the Family” (“Snaga obitelji”) counselling centre. The interviews were conducted by an independent psychologist who was an external associate of the “Brave Phone (Hrabri telefon)” helpline. The interview took place at the official premises of the “Brave Phone” helpline, Children’s House Borovje (Dječja kuća Borovje), in order to ensure a smooth interview process and privacy of the participants. These semi-structured interviews were on average 40 minutes long.

Guided by ethical principles in the implementation of qualitative research (Oliver, 2010), the facilitator ensured that the participants were familiarised with the purpose and topic of the research study; they also informed the participants that the interview will be conducted through conversation. Since the data was collected using audio recordings, the participants were requested to provide consent for the recording prior to the interviews. The facilitator informed them that the data obtained will be used only for the purpose of this study and guaranteed complete data confidentiality and anonymity (i.e., the participants’ name and surname will not be mentioned anywhere in the research). After making it clear that participation is voluntary, it was pointed out that participants can choose not to answer certain questions, or completely withdraw from the study at any point.

Data processing

We used framework analysis (Ritchie and Spencer, 1994) to analyse the data collected in this study. Framework analysis typically consists of predefined key themes that researchers can use to obtain answers. This approach also allows researchers to identify new themes that are not set in the initial framework of

kod koje su unaprijed definirane ključne teme na koje istraživači žele dobiti odgovore, no ona isto tako omogućava i identificiranje novih tema koje nisu bile postavljene u polaznom okviru analize (Ajduković i Urbanc, 2010). Prvi korak u analizi je bio izrada transkripata (pisanih zapisa) iz snimljenih audio zapisa. Nakon toga izjave sudionika izdvojene su po tematskim cjelinama, točnije za svako istraživačko pitanje definirane su specifične teme, a potom su za svaku specifičnu temu postupkom kodiranja utvrđene odgovarajuće kategorije.

REZULTATI I RASPRAVA

Iskustva sudjelovanja roditelja u programu podrške roditeljstvu Škola za roditelje

Sudionici nakon završenog programa Škole za roditelje primjećuju *unapređenje roditeljskih kompetencija* koje se očituje kroz osnaživanje, odnosno priznavanje problema (...*Iznenadio me broj ljudi koji je bio tu zbog problema koje su imali, rastavljeni. Bio mi je šok. (N2) ...Vidim da zapravo i drugi roditelji imaju problema. (N5)*) i jačanje samopouzdanja (...*koncentracija u principu na samog sebe. (N6) ...i samopouzdanje mi je vratilo... (N1)*). Sandbaek (2008) kao neka od ključ-

analysis (Ajduković and Urbanc, 2010). The first step in the analysis was to create transcripts (written records) from the audio recordings of the interviews. After that, the statements of the participants were singled out using thematic units, or more precisely, specific themes were defined for each research question, after which the appropriate categories were determined for each specific theme using the coding procedure.

RESULTS AND DISCUSSION

Experiences of parent participation in the “School for Parents” parenting support program

After completing the “Schools for Parents” program, the participants reported an *improvement in parental competencies*, which manifested in empowerment or problem recognition - “...*I was surprised by the number of people who were there because of the problems they had, separated. It was quite shocking.*” (N2); “... *I see that other parents actually have problems as well.*” (N5) - and enhanced self-confidence – “...*basically, focus on oneself.*” (N6); “... *and it made it possible for me to regain self-confidence...*” (N1). Sandbaek (2008) cites the non-judgmental and non-stigmatising orientation, recognition, and acceptance of problems as some of the key principles of parenting support pro-

Tablica 1. Tema: Iskustva sudjelovanja roditelja u programu podrške roditeljstvu Škola za roditelje / **Table 1.** Experiences of parent participation in the “School for Parents” parenting support program

Theme	Category	Code
Improvement of parental competencies	Empowerment	Problem recognition Enhancing self-confidence
	Professional support	Receiving information Counselling
Benefits of participating in the group	Benefits from group work	Support within the group Experience of receiving assistance
	New relationships in the group	Developing new relationships Exchange of experiences
Satisfaction with participation	Satisfaction with participation in the program	Positive experience of participation Participation flexibility
	Satisfaction with organisational aspects	Satisfaction with the design of the program Satisfaction with the workshops Satisfaction with the facilitator
Negative aspects of participation	Unfulfilled needs of attendees	Certain specific needs Need for individual work
	Organisational shortcomings	Length of program duration (too short) Need for stricter rules regarding group attendance Inadequacies of the location where the program was conducted
	Difficulties in applying newly acquired knowledge and skills	Lack of application of content dealt with as part of the program

nih načela programa podrške roditeljstvu navodi neosuđujuću i nestigmatizirajuću orijentaciju, priznavanje i prihvaćanje problema (Williams, 2003; prema Sandbaek, 2008). Roditelji ne žele da ih se gleda samo kao one koji primaju informacije, nego i kao one koji pružaju stručnost i novo znanje na temelju vlastitih iskustava (Williams, 2004; prema Sandbaek, 2008). Dobiveni rezultati ukazuju na isto, dakle roditelji su izdvojili priznavanje problema, dobivanje informacija i razmjenu iskustava unutar grupe kao neka od pozitivnih iskustava dobivenih sudjelovanjem u programu. Sudionici su također naveli i iskustvo stručne podrške koju su dobili kroz: dobivanje potrebnih informacija (... *Dobila sam neki input što bi i kako bi se trebala postaviti u interesu djeteta...* (N5)... *S malo više znanja...* (N3) i savjetovanje (... *Dobila sam neke savjete kak' se treba ponašat'* (N10) ... *konkretni savjeti, konkretni problem i konkretno rješavanje situacije, to mi je bilo super.* (N7)).

Kao *dobrobiti od sudjelovanja u grupi* sudionici navode dobiti od grupnog rada koje se očituje kroz podršku unutar grupe (... *Osjećala sam se blisko s ostalima.* (N3) *Ja sam zaista oduševljena što smo i kao ekipa dobro funkcionirali, nadopunjavali se.* (N7) i *doživljaj dobivanja pomoći (...Mogu reći da neke stvari da, da su pomogle.* (N2) *super, meni je ovo dosta koristilo.* (N14)) te nove odnose u grupi koje opisuju kroz razvijanje novih odnosa (... *Upoznala sam par ljudi s kojima sam i dalje u kontaktu.* (N4)... *dogovorile nas par mama da ćemo se družiti i nakon, nastavit ćemo se družiti što je isto onako poticajno.* (N5) i razmjenu iskustava (... *Ono što sam smatrao da ću saznati iskustveno od drugih roditelja kakvih oni problema imaju, taj cilj je postignut.* (N13) *svidjela su mi se iskustva drugih roditelja koja smo razmjenjivali i tako...* (N14). I ranije istraživanje programa podrške roditeljstvu pokazuje kako je razvijanje novih odnosa tijekom sudjelovanja u programu važno za sudionike te da sudionici te odnose razvijaju i po završetku programa podrške roditeljstvu, a što je izjavilo 88% roditelja polaznika programa *Families and Schools together* (UNODC, 2009).

Sudionici iskazuju *zadovoljstvo sudjelovanjem*, točnije *zadovoljstvo sudjelovanjem u programu* kroz pozitivan doživljaj sudjelovanja (... *Odlični ljudi, lijepo iskustvo i druženje..* (N2) ... *Meni pozi-*

grams (Williams, 2003, according to Sandbaek, 2008). Parents do not wish to be perceived exclusively as the individuals receiving information, since they also wish to be perceived as the individuals providing expertise and new knowledge based on their own experiences (Williams, 2004, according to Sandbaek, 2008). Our results correspond to the aforementioned conclusion.

The parents singled out problem recognition, receiving information, and sharing experiences within the group as some of the positive experiences associated with the program. They also mentioned their experiences of the professional support provided to them: (a) in terms of receiving the necessary information – “...*I received some input on what I should do and what stance I should take in the interest of the child...*” (N5); “... *With a little more knowledge...*” (N3), and (b) in terms of counselling “...*I got some advice on how to behave.*” (N10); “... *specific advice, a specific problem and a specific solution for the situation, that was great for me.*” (N7).

Regarding the *benefits of participating in the group*, the participants felt that they benefitted from the support received within the group – “...*I felt close to others.*” (N3); “*I’m really thrilled that we, as a team, got along well, complemented each other.*” (N7), as well as the experience of receiving help – “...*I can say that some things, yes, they helped.*” (N2); “*great, this helped me a lot.*” (N14). They also went on to describe the new relationships that they developed within the group - “...*I met a couple of people with whom I am still in contact.*” (N4); “... *a couple of us mums agreed that we would hang out afterwards, we would keep hanging out which is just encouraging.*” (N5), and how the group work helped them exchange experiences – “...*What I thought I would learn experientially from other parents, about what problems they have, that goal has been achieved.*” (N13); “*I liked the experiences of other parents we exchanged and so on...*” (N14). Previous research also shows that developing new relationships as part of a program is important and that participants continued to nurture relationships even after the completion of similar programs (as stated by 88% of parents in the context of the evaluation of the Families and Schools Together program, UNODC, 2009).

Participants expressed their *satisfaction with participation* in the program through positive experiences – “...*Great people, nice experience and socialising...*” (N2); “... *For me it was a really positive experience.*”

tivno skroz iskustvo. (N3) i fleksibilnost sudjelovanja (...Nije mi smetalo što su ljudi dolazili i odlazili. (N5)). Također, iskazuju i zadovoljstvo organizacijom koja se očituje kroz dobro osmišljen program (...Zanimljive teme. Dobro osmišljeno. (N1) ...Na sva pitanja smo pokrili, odgovorili. (N3)), zadovoljstvo radionicama (Zadovoljna sam... (N6) ...Super, ne mogu ništa loše reći... (N8) te zadovoljstvo voditeljicom (...Voditeljicom sam vrlo zadovoljan. (N1) Voditeljica mi je bila super. (N3). Ono što je od iznimne važnosti u grupnom radu upravo je grupna dinamika koja može utjecati kako na ponašanje cijele grupe tako i na ponašanje pojedinih članova (Toseland i Rivas, 2005). Zadovoljstvo samim programom kao jedan od ishoda naveli su i roditelji u programu podrške roditeljstvu *Parent – child interaction therapy* (UNODC, 2009). Nadalje Lindsay i sur. (2011) navode kako je 98% roditelja iskazalo zadovoljstvo voditeljem programa navodeći kako im je iskazao poštovanje i uvažavao ih te uključivao u rad, a isto pokazuju i rezultati ovog istraživanja.

U konačnici, sudionici su naveli i neke *negativne aspekte sudjelovanja*. Sudionici navode neispunjene potrebe polaznika i to: neke specifične potrebe (...Mislim da bi bilo bolje da su odvojene grupe sa sličnim problemima. (N2) ...Bilo je različitih roditelja, patologija, mislim da bi Škola kao takva trebala imati malo više specifičnih ponuda (N4) i potrebu za individualnim radom (...Meni je falila tema kako riješiti moje probleme... Moj je problem između mene i moje gospođe. (N8). Autori Toseland i Rivas (2005) navode da se grupna kultura i povezanost grupe brže razvijaju kada u grupi imamo homogene članove jer dijeljenje zajedničkih iskustava i sličnih vrijednosti brže spaja ljude. Upravo je homogenost problema ono što su i sudionici ovog istraživanja naveli kao bolju opciju od grupnog rada s ljudima različitih problema. Pojedini sudionici su izrazili i potrebu za individualnim radom kao boljom opcijom od grupnog rada. To naravno ovisi o pojedincu i ne moraju rezultati nužno biti bolji ako se radi individualno u odnosu na grupni rad, no i u istraživanju UNODC (2009) roditelji koji su bili uključeni u individualni rad izrazili su veće zadovoljstvo programom *Parent – child interaction therapy* od onih koji su radili na grupnoj razini.

(N3); and participation flexibility - "...I didn't mind people coming and going." (N5). They also expressed satisfaction with the organisational aspects, such as the design of the program - "...Interesting topics. Well thought out." (N1); "... We covered all the questions, answered them." (N3), satisfaction with workshops - "I am satisfied..." (N6); "... Great, I cannot say anything bad..." (N8), as well as satisfaction with the facilitator - "...I am very satisfied with the facilitator." (N1); "I loved the facilitator." (N3). What is extremely important in group work is the fact that group dynamics can influence the behaviour of the whole group, as well as the behaviour of individual members (Toseland and Rivas, 2005). Satisfaction with the program itself, as one of the outcomes, was reported by parents in the Parent-Child Interaction Therapy parenting program (UNODC, 2009). Furthermore, Lindsay et al. (2011) stated that 98% of parents expressed satisfaction with the program facilitator, saying that he showed them respect and appreciation and included them in the work. Our findings correspond with these results.

Finally, participants also mentioned certain *negative aspects of participation*. Participants listed their unfulfilled needs as follows: certain specific needs - "...I think it would be better to have separate groups with similar problems." (N2); "... There were different parents, pathologies, I think that the School as such should have something more specific to offer" (N4), and the need for individual work - "...I missed the topic of how to solve my problems... My problem is between me and my lady." (N8). Toseland and Rivas (2005) reported that group culture and group connections develop faster when there is homogeneity among members of a group, since sharing common experiences and having similar values connects people faster. It is precisely the homogeneity of the problems that the participants in the present study cited as a better option than group work with people with various problems. Certain participants also expressed the need for individual work as a better option than group work. This, of course, depends on the individual, and it is not necessary that the results would have been better if individual work was performed in comparison with group work. However, parents who were involved in individual work as part of the UNODC research project (2009) expressed greater satisfaction with the Parent-Child Interaction Therapy program than those who were involved in group work.

Kao organizacijske nedostatke sudionici su izrazili prekratko trajanje programa (...*Možda bi malo više susreta, povremeni susreti da se to produlji..* (N3) ...*Jedino bi možda promijenila, može biti duže, više susreta...* (N6), potrebu za strožim pravilima prisutnosti u grupi (...*Nekako kao da se pristupa da nije bitno da li netko dođe ili ne. Bilo bi dobro da je malo strože to funkcioniranje grupe.* (N3) ...*Bilo mi je zeznuto kada su se ljudi mijenjali jer ipak otvaram dio sebe.* (N7)) te neadekvatnost prostora provedbe programa (...*jedino možda infrastruktura, neudobne stolice.* (N1)). U ovom dijelu analize pokazalo se da sudionici imaju i *poteškoće u primjeni novostečenih znanja i vještina* koje se očituju kroz izostanak primjene sadržaja obrađenog u programu (...*Jesam pokupila, ali ne mogu reći da sam ih i primijenila. I dalje idemo temeljem kažnjavanja, lakšom metodom nažalost.* (N6)).

Doživljaj promjena u roditeljstvu nakon završetka programa podrške roditeljstvu Škola za roditelje

Rezultati pokazuju da sudionici istraživanja nakon završetka sudjelovanja u programu percipiraju *unapređenje kvalitete odnosa roditelj – dijete* koju iskazuju kroz doživljaj promjene u načinu komunikacije s djetetom: *slušanje djeteta (...trudim se više slušati, nekad prijeći preko nečeg.* (N3) ...*Rekla bi da ih više slušam i malo se više dogo-*

In terms of organisational shortcomings, the participants pointed out the short duration of the program – “...*Maybe a few more meetings, periodic meetings to prolong it..*” (N3); “... *Only thing I would change, perhaps, it could be longer, more meetings...*” (N6), the need for stricter rules regarding group attendance – “... *Somehow it seems that the approach is that it doesn't matter if someone comes or not. It would be good if the functioning of the group were a little stricter.*” (N3); “... *It was tricky, when different people were present because I was still opening up to them, presenting a part of myself.*” (N7), and the inadequacies of the location where the program was conducted – “...*only, perhaps, the infrastructure, uncomfortable chairs.*” (N1). In this part of the analysis, participants were shown to have *difficulties in applying the newly acquired knowledge and skills*, which is manifested through the lack of application of the content dealt with as part of the program – “...*I learned about it, but I cannot say that I applied it. We still function on the basis of punishment, the easier method unfortunately.*” (N6).

Experience of changes in parenting after the completion of the “School for Parents” parenting support program

Our results show that, after completing the program, the research participants perceived an *improvement in the quality of the parent-child relationship*, which they expressed as changes in their communica-

Tablica 2. Tema: Percipirane promjene u roditeljstvu nakon završetka programa podrške roditeljstvu Škola za roditelje / **Table 2.** Perceived changes in parenting after the completion of the “School for Parents” parenting support program

Theme	Category	Code
Improvement of the quality of the parent-child relationship	Changes in the manner of communicating with the child	Listening to the child Using I-messages Giving explanations Resolving problems through conversation Praising the child
	Changes in the relation to the child	Providing structure in upbringing Setting boundaries Consistency in upbringing
Changes in the comprehension of the child	Positive changes in perceiving the child	Better understanding of the child New viewpoint with regards to the child
Personal changes in the parent	Becoming aware of shortcomings in child upbringing	New insights and views on their own actions towards the child
	Changes in the control of one's own behaviour	Self-control in relation to the child Better stress-related coping mechanisms Refraining from burdening the child with one's own problems

varam. (N9), korištenje Ja – poruka (...*nakon tih sati sam pokušao koristiti ja-poruke. (N1)...Više pričamo o pozitivnim stvarima, pokušao sam komunicirati putem ja-poruka... (N11)*), objašnjavanje (...*objašnjavanjem, često, tu mi je Škola pomogla. (N3) ...Ako nešto ne može dobiti, obavezno mu objasnim. (N10)*), rješavanje problema razgovorom (...*prije kad bi bila ljuta bi se durila ili nešto, ali sad bi rekla osjećaje koje imam u sebi i onda to objasnim. (N3) ...prije bi bilo svađa i deranja, puno više, a sada nije. (N15)*) te korištenje pohvala (...*Više pozitivnih tih afirmacija, nećemo ići s negativnim, nego pozitivnim. (N4) ...Prije nisam koristila nagrade. Ne dajem materijalne, ali čuje bravo, trudio si se, dobro si to napravio... (N7)*). Sudionici također percipiraju promjene u odnosu prema djetetu pa navode strukturiranje u odgoju (...*Škola je tu pomogla u strukturiranju, kao neke stvari si bolje organiziram, prezentiram. (N1)*), postavljanje granica (...*Oko toga sam imala problema, ali nekako, ne znam je li to zahvala Školi, ali kao da mi je lakše postaviti te granice. (N3) ...postavljanje granica, to sam baš upila. (N5)*) i dosljednost u odgoju (...*Sad se više podupirem sa suprugom, dosljedniji sam. (N11)...Ono što bih prije više radila je pregovarala, a sada sam naučila da pregovaranje i nije neka dobra taktika, barem u stvarima koje se tiču obrazovanja i sigurnosti. (N11)*). Lindsay i sur. (2011) kao i Pećnik i Dobrotić (2013) navode kako postoje snažni dokazi o učinkovitosti roditeljskih programa u poboljšanju roditeljskih vještina proizašli iz brojnih evaluacijskih istraživanja. Također Pećnik i Dobrotić (2013) navode kako je povišeni roditeljski stres pokazatelj neravnoteže između zahtjeva skrbi o djetetu i roditeljeve mogućnosti da te zahtjeve ispuni svojim unutarnjim i vanjskim resursima te kako usluge podrške roditeljstvu trebaju, osim na jačanje roditeljskih vještina, biti usmjerene i na uklanjanje izvora stresa.

Sudionici primjećuju i vlastite promjene u poimanju djeteta koje opisuju kroz pozitivne promjene u doživljavanju djeteta, konkretnije bolje razumijevanje djeteta (...*Kroz školu sam naučio da moram paziti kad što on hoće, po nekim neverbalnim situacijama jer onda bolji rezultat dobijem. (N1) ...nastojim razumjeti njega... (N6)*) i novi pogled na dijete (...*Slika o djetetu, upitnik koji smo imali. Donio novi pogled na dijete. (N2)*).

tion with the child: listening to the child – “...*I try to listen more, I sometimes get over something.*” (N3); “... *I would say that I listen more and try to agree on things a little more.*” (N9), using I-messages – “...*after those lessons I tried to use I-messages.*” (N1); “... *We talk more about positive things, I tried to communicate via I-messages...*” (N11), giving explanations – “...*by explaining, and often, that’s where the School helped me.*” (N3); “... *If he cannot get something, I make sure to explain it to him.*” (N10)), resolving problems through conversation – “...*before, when I would be angry I would sulk or something, but now I would articulate the feelings I have inside me and explain them.*” (N3); “... *there used to be arguments and yelling, a lot more, and now it’s not so common.*” (N15), praising the child – “...*More of positive things, more of these affirmations, we will not be negative, but positive.*” (N4); “... *I have not used rewards before. I do not give material rewards, but he hears well done, you tried hard, you did it well...*” (N7). Participants also perceived changes in the relationship to the child, such as providing structure in upbringing – “...*The School helped with providing structure, like some things I organise and present better.*” (N1)), setting boundaries – “...*I had problems with that, but somehow, I don’t know if it is thanks to the School, but it’s like it’s easier for me to set those boundaries.*” (N3); “...*setting boundaries, that’s exactly what I absorbed.*” (N5), and consistency in upbringing – “...*Now my wife me support each other more, I am more consistent.*” (N11); “... *What I would have done more frequently before was negotiation, and now I have learned that negotiation is not a good tactic, at least in matters of education and safety.*” (N11)). Lindsay et al. (2011) as well as Pećnik and Dobrotić (2013) showed that there is strong evidence of the efficiency of parenting programs in terms of improving parenting skills as a result of several evaluation studies. Furthermore, Pećnik and Dobrotić (2013) argued that increased parental stress is an indicator of the imbalance between the requirements of child care and a parent’s ability to meet these requirements by using their own internal and external resources; they also highlighted that parenting support services should be aimed at eliminating sources of stress in addition to enhancing parenting skills.

Participants also noticed changes in the comprehension of the child, which they describe through posi-

Roditelji su naveli i doživljaj *osobnih promjena*. Navodi roditelja su pokazali kako oni kroz više promišljanja o vlastitoj roditeljskoj ulozi dolaze do osvješćivanja nedostataka u odgoju djeteta koje se iskazuje kroz nove spoznaje i gledišta o vlastitim postupcima prema djetetu (... *osvijestila sam da sam nekad gruba prema djetetu, da se derem. (N7) ...Postala sam svjesna toga da bi mogla malo više raditi na odnosima s djecom. (N9)*). Roditelji promjene u kontroli vlastitog ponašanja opisuju kroz samokontrolu u odnosu prema djetetu (...*Sad ja pokušavam biti smirena i radije šutim kad on ima neke svoje ispade ili nešto... (N7) ...najviše u toj samokontroli koju sam vam navela, da drugačije reagiram. (N15)*), lakše nošenje sa stresom (...*Ne preispitujem se toliko, opuštenija... (N3) ...Bolje nošenje sa stresom. (N4)*) i neopterećivanje djeteta vlastitim problemima (...*Sama škola je tu pomogla da ja nastojim neke stvari riješiti unutar sebe, da dijete ne osjeti. (N4) ...naučila sam da se smijem rasplakati pred njom ako mi se plače, ali da ju ne zamaram tim temama što mene muče... (N15)*). Dobiveni podaci u skladu su sa dosadašnjim rezultatima istraživanja. Prema istraživanju Lindsay i sur. (2011) znatan broj roditelja ukazuje na promjene u roditeljstvu nakon sudjelovanja u programu podrške roditeljstvu, pri čemu 74% roditelja navodi smanjenje roditeljske nedosljednosti, a 77% smanjenje pretjeranih reakcija, dok čak 79% navodi poboljšanje mentalnog zdravlja. U istraživanju Leung i sur. (2003) roditelji također nakon polaznja programa podrške roditeljstvu iskazuju doživljaj smanjenja vlastitih problema te porast u osjećaju vlastite kompetentnosti. U istraživanju Letarte i sur. (2010) roditelji iskazuju manju upotrebu kažnjavanja, češće korištenje pohvale djeteta i pozitivniju verbalnu komunikaciju nakon završetka sudjelovanja u programu podrške roditeljstvu *Incredible Years*. Slično je i kod sudionika programa *Dare to be you* koji navode kako su im se poboljšale roditeljske tehnike, točnije kako su usvojili učinkovite komunikacijske vještine i uzimaju *time out* kada vide da je to potrebno – ne reaguju impulzivno već se prvo smire i razmisle o situaciji (UNODC, 2009). U istom istraživanju sudionici programa *Parenting Wisley* tome još dodaju i učinkovito rješavanje problema te postavljanje jasnih očekivanja i granica kao ono

changes in perceiving the child, more specifically a better understanding of the child – “...*Through the school I learned that I have to be mindful of when he wants something, judging by some nonverbal situations, because I get better results in this way.*” (N1); “...*I try to understand him...*” (N6), and a new viewpoint with respect to the child – “...*The whole picture of the child, the questionnaire we had. It allowed me to reach a new viewpoint regarding the child.*” (N2).

The participants also experienced *personal changes* by means of a greater degree of reflection on their own parental role. They became more aware of the shortcomings in child upbringing and expressed their new insights and views on their own actions towards the child – “...*I realised that I used to be rude to the child, that I shout.*” (N7); “... *I became aware that I could work a little harder on relationships with children.*” (N9). They described changes in the control of their own behaviour through self-control in relation to the child – “...*Now I try to be calm and prefer to be silent when he has an outburst or something...*” (N7); “...*mostly in that self-control I mentioned to you, to react differently.*” (N15), improved ability to cope with stress – “...*I don't question myself that much, I am more relaxed...*” (N3); “... *Better coping with stress.*” (N4), and refraining from burdening the child with one's own problems – “...*The school itself helped me to try to solve some things within myself, so that the child does not feel it.*” (N4); “...*I learned that I can cry in front of her if I feel like crying, but not to bother her with those issues that bother me..*” (N15). According to Lindsay et al. (2011), a significant number of parents experience changes in parenting after participating in a parenting support program, with 74% of parents reporting a reduction in inconsistency in parenting and 77% reporting a reduction in excessive reactions, while as many as 79% report an improvement in mental health. Leung et al. (2003) studied parents after attending a parenting support program and found that they experienced a mitigation of their own problems and an improvement in their own competencies. Research conducted by Letarte et al. (2010) involved parents who reported less frequent use of punishment, more frequent praising of the child, and more positive verbal communication after completing the “*Incredible Years*” parenting support program. Participants of the “*Dare to Be You*” program also reported that their parenting techniques have

što primjenjuju nakon programa u roditeljstvu. Nadalje sudionici programa *Parents as teachers* navode sljedeće promjene u roditeljstvu nakon sudjelovanja u programu: imaju više znanja o razvoju svog djeteta, uključeni su u život djeteta, upoznati su s adekvatnim discipliniranjem i češće se uključuju u interakcije s djetetom, a sudionici programa *Helping the Noncompliant Child* tome pridodaju i promjene u stavu prema djetetu (UNODC, 2009). I u evaluaciji programa podrške roditeljstvu *Rastimo zajedno* roditelji iskazuju povećanje znanja o načinima odnošenja prema djetetu, osjetljivosti za perspektivu djeteta, komunikacijskih vještina (Pečnik i Starc, 2010), a sudionici programa *Triple P Positive parenting* uz navedeno iskazuju i niz osobnih promjena kao što su: povećanje samokompetentnosti, smanjenje bračnih konflikata, manja razina roditeljske depresije, smanjeni roditeljski stres, manja razina roditeljske ljutnje i veće zadovoljstvo roditeljstvom (UNODC, 2009).

Navedeno pokazuje kako su rezultati dobiveni u ovom istraživanju u skladu s dosadašnjim istraživanjima o ishodima programa podrške roditeljima na promjene u roditeljstvu, kako one na osobnoj razini (nove spoznaje i gledišta o vlastitim postupcima prema djetetu, samokontrola u odnosu prema djetetu, lakše nošenje sa stresom, neopterećivanje djeteta vlastitim problemima) tako i one u odnosu roditelj – dijete (promjene u komunikaciji, strukturiranje u odgoju i postavljanje granica te novi pogled na dijete).

OGRANIČENJA ISTRAŽIVANJA

Vežano uz ograničenja ovog kvalitativnog istraživanja valja reći da je uzorak sudionika ($N = 15$) ograničen na roditelje koji se nalaze na području grada Zagreba i uže okolice, a i s obzirom na to da je riječ o subjektivnim doživljajima sudionika, rezultati vrijede samo za njih i ne mogu se uopćavati te također mogu biti drugačiji za svaku novu grupu sudionika. Ovo je istraživanje utemeljeno na samoiskazima sudionika te iako su samoiskazi iznimno značajni, za dio o promjenama u roditeljstvu bilo bi bolje da su samoiskazi kombinirani s drugim izvorima podataka, primjerice s neposrednim promatranjem njihova ponašanja prema djeci ili provjerom dječje perspektive o promjenama u

improved, they have adopted efficient communication skills, and they take a “time-out” when they realise it is necessary - they do not react impulsively, but calm down first and think about the situation (UNODC, 2009). In the same study, participants in the “Parenting Wisely” program noted their efficient problem-solving skills and the fact that they were setting clear expectations and boundaries based on what they learnt from the parenting program. Furthermore, participants in the “Parents as Teachers” program highlighted the following changes in parenting after participating in the program: they had more knowledge about their child’s development, they were more involved in the child’s life, they familiarised themselves with adequate disciplinary actions, and they were more involved in interactions with the child. Participants in the “Helping the Noncompliant Child” program added that their attitude towards the child changed (UNODC, 2009). The evaluation of the parenting support program “Growing up Together (Rastimo zajedno)” showed that parents exhibit an increase in knowledge about how to treat the child, sensitivity to the child’s perspective, and communication skills (Pečnik and Starc, 2010), while the participants in the “Triple P” Positive Parenting program also express a number of personal changes, such as increased self-competence, reduced marital conflicts, lower levels of parental depression, reduced parental stress, lower levels of parental anger, and greater satisfaction with parenting (UNODC, 2009).

This shows that the results obtained in the present study are consistent with previous findings on the outcomes of parent support programs with respect to changes in parenting, both on a personal level (new knowledge and views on their own actions towards the child, self-control in relation to the child, better ability to cope with stress, refraining from burdening the child with one’s own problems), as well as on the level of the parent-child relationship (changes in communication, providing structure in upbringing and setting boundaries, and a new viewpoint with regards to the child).

RESEARCH LIMITATIONS

Regarding the limitations of this qualitative study, it should be noted that the sample of participants ($n = 15$) is limited to parents who reside in the city of Zagreb and the surrounding area. Given that these are subjective experiences of participants, the results

ponašanje roditelja. Također ovo istraživanje ne nudi pregled dugoročnih promjena te bi u te svrhe bilo potrebno provoditi longitudinalno istraživanje.

Prema Braver i sur. (1997; prema Feng i Fine, 2001) većina tema pokrivenih u evaluacijskim istraživanjima programa podrške roditeljima vodi socijalno poželjnim odgovorima. To bi značilo da je i u ovom istraživanju moguće da su rezultati većinom pozitivni upravo zato što sudionici žele vidjeti sebe kao dobre roditelje ili žele izbjeći "osuđivanje" istraživača. Nadalje budući da nema grupe za usporedbu, odnosno nema kontrolne grupe, teško je odrediti jesu li se promjene dogodile samo zahvaljujući programu ili su utjecaj imali i drugi faktori. Iz navedenih razloga buduća istraživanja programa podrške roditeljstvu bi trebala sadržavati i evaluaciju prije i poslije te grupu roditelja koji jesu pohađali program (eksperimentalna) i grupu roditelja koji nisu pohađali program (kontrolna grupa).

Što se metode prikupljanja podataka tiče svaka metoda ima svoje prednosti i nedostatke. Kao što je u radu prethodno navedeno polustrukturirani intervju odabran je zbog prirode samih istraživačkih pitanja – iskustava sudjelovanja i doživljaja promjena u roditeljstvu polaznika programa podrške roditeljstvu Škola za roditelje – te zbog njegove mogućnosti da sudionicima ostavi prostor za otvaranje novih tema koje nisu bile predviđene od strane istraživača. Međutim smatra se kako bi najbolja opcija ipak bila triangulacija metoda prikupljanja podataka koja bi pridonijela valjanosti i pouzdanosti ovog istraživanja. Triangulacija metoda predstavlja kombinaciju dviju ili više metoda radi nadopune podataka (Milas, 2005) pri čemu bi se za ovo istraživanje koristile fokus-grupa i polustrukturirani intervju.

Još jedno ograničenje ovog istraživanja jest ono vezano uz motivaciju sudionika. Naime budući da imamo roditelje koji su došli samoinicijativno te one koji su došli po uputnici CZSS-a, postavlja se pitanje je li njihova polazna točka u vidu motivacije različita te ovisi li rezultati i o tome. Stoga bi i ovaj dio trebalo uzeti u obzir kod budućih istraživanja programa podrške roditeljstvu te uključiti aspekt motivacije uključivanja roditelja u program kao još jedno područje istraživanja.

are valid only for them and cannot be generalised to others, since they may differ for each new group of participants. This study is based on self-assessment statements provided by the participants. Although self-assessment statements have immense significance, it would have been better if the self-assessment statements were combined with other data from sources for the part concerning changes in parenting; for example, by directly observing their behaviour toward children or by gaining insight into the children's perspectives on changes in parental behaviour. Additionally, this study does not offer an overview of long-term changes: a longitudinal study would be required for this purpose.

According to Braver et al. (1997, according to Feng and Fine, 2001), most of the themes covered in studies evaluating parental support programs lead to socially desirable responses. This means that it is possible that the results of this study are mostly positive because the participants wish to see themselves as good parents or wish to avoid "being judged" by researchers. Furthermore, since there is no comparison group (control group), it is difficult to determine whether the changes occurred only due to the program or due to the influence of other factors as well. Therefore, future research on parenting support programs should include both pre- and post-evaluation, as well as a group of parents who attended the program (experimental) and a group of parents who did not attend the program (control group).

Regarding the method used for data collection, each method has its advantages and disadvantages. As mentioned above, semi-structured interviews were selected because of the nature of the research questions themselves – experiences related to participation in the program, changes in parenting after attending the program, and the capacity of the program to provide the participants with opportunities to raise new topics that the researchers failed to anticipate. However, it is considered that the best option would still be to triangulate data collection methods, which would contribute to the validity and reliability of this research. Method triangulation is a combination of two or more methods to supplement data reliability (Milas, 2005). In this case, we could potentially use a combination of focus groups and semi-structured interviews.

Another limitation of this study is that it relies on the motivation levels of the participants. Since we have parents who came at their own initiative and those who

PRAKTIČNE IMPLIKACIJE ISTRAŽIVANJA

Rezultati ovog istraživanja mogu biti od velike koristi za same provoditelje evaluiranog programa na način da zadrže ono što sudionici navode kao pozitivno, a da promjene ono što se sudionicima nije sviđalo kako bi budući polaznici bili što zadovoljniji samim programom. Nadalje ovi rezultati mogu biti značajni za sve koji se bave ili bi se željeli baviti podrškom roditeljstvu u kreiranju svojih programa jer je ovdje prikazana korisnička perspektiva. Može se vidjeti kako sudionici percipiraju promjene u roditeljstvu nakon završenog programa što može biti iznimno značajno za praksu socijalnog rada jer se pokazuje učinkovitost programa podrške roditeljstvu u samom roditeljstvu. Slijedom te učinkovitosti pravovremenim uključivanjem roditelja u programe podrške roditeljstvu mogu se prevenirati brojni problemi u ponašanju djeteta te se može zadržati/ponovno uspostaviti adekvatno funkcioniranje obitelji. Dobiveni rezultati ukazuju na to da programi podrške roditeljstvu mogu predstavljati zaštitni faktor i podršku obitelji te su stoga važan podatak za praksu socijalnog rada i drugih pomažućih profesija i mogli bi potaknuti stručnjake na organiziranje i provođenje programa podrške roditeljstvu u širem opsegu nego što je to sada. Naposljetku još jedna moguća praktična implikacija ovog istraživanja jest poticaj za daljnja istraživanja na temu podrške roditeljstvu te poticaj za medijski dijalog o navedenoj temi kako bi se širu javnost upoznalo o mogućnostima uključivanja u programe.

ZAKLJUČAK

Programi podrške roditeljstvu nastali su kako bi spriječili probleme i poteškoće roditelja i pomogli roditeljima da se ponovno osjećaju kompetentnima i budu sretni u svojoj ulozi roditelja. Jedan je od takvih programa i program Hrabrog telefona naziva Škola za roditelje. U ovom su radu prikazane procesna evaluacija i evaluacija ishoda navedenog programa podrške roditeljstvu. Procesnom se evaluacijom pokazalo kako sudionici iskazuju pozitivna iskustva sudjelovanja u programu (osnaživanje, dobivanje informacijske podrške i dobiti od grupnog rada te zadovoljstvo sudjelovanjem u pro-

were referred to the program by the CSW, the question arises whether their starting point in terms of motivation is different and whether the results depend on it. Therefore, this should be taken into account when planning and designing in future research studies on parenting support programs. Ideally, the aspect of motivation underlying parents' involvement in the program should be included as another research area.

PRACTICAL IMPLICATIONS

The results of this study can be of great benefit to the parties implementing the evaluated program themselves by allowing them to retain elements that the participants noted as positive, and by changing what the participants did not like in order that future participants would be as satisfied as possible with the program itself. Furthermore, these results may be significant for anyone involved in or who would like to engage in parenting support in terms of creating their own programs since the user perspective is presented here. It may be noted that participants perceive changes in parenting after the completion of the program, which can be extraordinarily important for social work practice as it shows the effectiveness of a parenting support program in terms of impact on parenting itself. As a result of this effectiveness, the timely involvement of parents in parenting support programs can prevent numerous problems in child behaviour, and the proper functioning of the family can be maintained/re-established. The obtained results indicate that parenting support programs can represent a protective factor and family support, and they are therefore important data for social work practice and the practice of other helping professions. These programs could encourage professionals to organise and implement parenting support programs on a wider scale than the current programs. Finally, another potential practical implication of this research is the encouragement of further research on the topic of parenting support and the encouragement of media dialogue on this topic in order to inform the general public about the possibilities of involvement in programs.

CONCLUSION

Parenting support programs were envisaged to help prevent the occurrence of parenting problems and difficulties, as well as to help parents regain the

gramu), ali i nekoliko negativnih aspekata sudjelovanja kao što su neispunjene potrebe polaznika, organizacijski nedostaci te poteškoće u primjeni novostečenih znanja i vještina. Evaluacija ishoda pokazala je kako sudionici percipiraju pozitivne promjene u roditeljstvu nakon završetka programa Škola za roditelje na osobnoj razini i u odnosu prema djetetu (osvješćivanje nedostataka u odgoju, promjene u načinu komunikacije s djetetom, promjene u doživljavanju djeteta te promjene u kontroli vlastitog ponašanja). Dobiveni rezultati u skladu su s nekim ranijim istraživanjima (Sandback, 2008, Toseland i Rivas, 2005, Lindsay i sur. 2011) koji govore o tome da je za roditelje iskustvo sudjelovanja u programima podrške roditeljstvu pozitivno (destigmatizacija, osnaživanje, informiranje, razmjena iskustava u grupi), kao i da nakon završenog sudjelovanja u programima podrške roditeljstvu percipiraju pozitivne promjene vezane uz mentalno zdravlje, dosljednosti u odgoju djece i manje vlastitih problema (Lindsay i sur. 2011).

Znanstvene implikacije rezultata ovog rada objasniti će se kroz povezanost dobivenih rezultata s teorijskim polazištima. Krenuti će se od teorije socijalne podrške (Lakey i Cohen, 2000). Navedenu teoriju socijalne podrške (Lakey i Cohen, 2000) može se povezati s dobivenim rezultatima našeg istraživanja jer su sudionici iskazali kako im je grupa bila izvor podrške, da su na radionicama dobili informacijsku podršku te iskustvo osnaživanja i da se sada lakše nose sa stresom.

Nadalje dobiveni rezultati pokazuju kako sudionici istraživanja iskazuju zadovoljstvo sudjelovanjem u programu što je prema integriranoj teoriji roditeljskog uključivanja (McCurdy i Daro, 2011) ključan čimbenik zadržavanja roditelja u programima podrške roditeljstvu. U uvodu je rečeno da prema navedenoj teoriji postoje četiri čimbenika koja utječu na uključivanje i zadržavanje roditelja u programima podrške roditeljstvu: osobne karakteristike, karakteristike pružatelja, karakteristike programa te susjedstvo (McCurdy i Daro, 2011). Budući da naši sudionici iskazuju zadovoljstvo organizacijom, radionicama i voditeljicom, može se vidjeti kako su zadovoljena dva od četiri navedena čimbenika integrirane teorije roditeljskog uključivanja (karakteristike pružatelja i karakteristike programa) koji ujedno imaju i najveći utjecaj na

feeling of competence and happiness in their role as a parent. One such programs is the "Brave Phone" helpline program called "School for Parents". This paper evaluates the processes involved in and the outcomes of the aforementioned parenting support program. The process evaluation showed that participants report positive experiences of participating in the program (empowerment, obtaining information, support and benefits from group work, as well as satisfaction with participation in the program), as well as several negative aspects of participation, such as unfulfilled needs, organisational shortcomings, and difficulties in applying newly gained knowledge and skills. Outcome evaluation showed how participants perceived positive changes in parenting after completing the "School for Parents" program on a personal level and in relation to the child (awareness of shortcomings in upbringing, changes in the manner of communicating with the child, changes in perceiving the child, and changes in the control of one's own behaviour). The results obtained in the present study are consistent with previously reported findings (Sandback, 2008, Toseland and Rivas, 2005, Lindsay et al. 2011): for parents, the experience of participating in parenting support programs is positive (lack of stigmatisation, empowerment, information, exchange of experiences in the group), and that after completing the parenting support programs, they perceive positive changes related to mental health, consistency in the upbringing of children, and fewer problems of their own (Lindsay et al. 2011.).

The scientific implications of these findings can be explained with reference to the Social support theory (Lakey and Cohen, 2000): the participants stated that the group was a source of information and support for them, and that they experienced empowerment at the workshops, as well as saw an improvement in how they cope with stress. Furthermore, the research participants express satisfaction with participating in the program, which, according to the Integrated theory of parent involvement (McCurdy and Daro, 2011), is a key factor in their continued participation in parenting support programs. Based on this theory, there are four factors that influence parental involvement and continued participation in parenting support programs: personal characteristics, provi-

ostajanje roditelja u programima podrške roditeljstvu (McCurdy i Daro, 2011).

Također rezultati ovog istraživanja mogu se povezati i s teorijom samoodređenja (Deci i Ryan, 1985). Tako su, prema rezultatima ovog istraživanja, sudionici dobili informacije, savjete i percipirali dobivanje pomoći što im je pomoglo u samooblikovanju svojeg ponašanja prema djetetu i pridonijelo njihovim osobnim promjenama te promjenama u odnosu prema djetetu, a što je u skladu s podteorijom kognitivne evaluacije (Deci i Ryan, 1985) koja govori kako okruženje može utjecati na ponašanje (detaljnije objašnjena u poglavlju *Teorijska polazišta*).

Zaključno, osim znanstvenih i praktičnih implikacija dobiveni rezultati ovog istraživanja otvaraju i nova istraživačka pitanja u okviru teme podrške roditeljstvu koje bi trebalo provjeriti u budućim istraživanjima. Neka od njih jesu:

1. *Koja je motivacija sudionika za uključivanje u programe podrške roditeljstvu?*
2. *Kakva je socijalna podrška okruženja sudionika za uključivanje u programe podrške roditeljstvu?*
3. *Koji su razlozi uključivanja u programe podrške roditeljstvu?*

der characteristics, program characteristics, and the neighbourhood (McCurdy and Daro, 2011). Since our participants expressed satisfaction with organisational aspects, workshops, and the facilitator, they were able to witness two of the four factors of the Integrated theory of parental involvement (provider characteristics and program characteristics), which also have the greatest impact on their continued participation in parenting support programs (McCurdy and Daro, 2011). Additionally, the participants in the present study received information, advice, and perceived receiving help, which helped them to modify their behaviour towards the child and contributed to personal changes and changes in their relationship with the child: these factors are consistent with the *Cognitive Evaluation Sub-Theory* (Deci and Ryan, 1985), where the environment may affect behaviour.

In conclusion, in addition to the scientific and practical implications, the results of this study opened up new research questions within the topic of parenting support that should be examined further:

1. *What is the participants' motivation in terms of involvement in parenting support programs?*
2. *What kind of social support does the participant receive from their social environment, and how does that affect their involvement in parenting support programs?*
3. *What are the reasons behind the involvement of the participants in parenting support programs?*

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