Save the Children

IMPACT EVALUATION OF A PARENTING PROGRAMME FOR THE PANTAWID PAMILYANG PILIPINO PROGRAM IN THE PHILIPPINES

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Impact evaluation

Parenting Programme for the 4Ps - Philippines

Save the Children

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Cover photo: A father in Leyte, Philippines, bonding with his daughter. Photo credit: Lean Pasion, Save the Children Philippines

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4Ps	Pantawid Pamilyang Pilipino Program
CSSP	Child-Sensitive Social Protection
IDELA	International Development and Early Learning Assessment
ISELA	International Social–Emotional Learning Assessment
4Ps	Pantawid Pamilyang Pilipino Program

Executive summary

This report presents the results from a quasi-experimental (pre- and post-intervention assessment) evaluation of a parenting programme delivered to the beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps) in the Philippines. 4Ps is a nationwide conditional cash transfer programme aimed at breaking intergenerational transfer of poverty by supporting poor households with cash transfers and encouraging them to invest in the health, nutrition and education of their children. This study follows 465 dyads of children and caregivers for a period of 13 months. Of the 465 dyads, 232 dyads formed part of an intervention group that received a parenting programme in addition to the 4Ps cash transfer, while 233 dyads in the comparison group only received the cash transfer.

The intervention is delivered through a series of 11 weekly sessions to caregivers who have children aged between seven and 11. The parenting sessions are delivered to groups of 15–20 participants by trained facilitators. These sessions cover a range of topics such as parental empathy, sensitivity, fostering gender-sensitive households, effective management of household finances and children's health and nutrition. The sessions are interactive, joyful, practical and based on "everyday" experiences of the parents. The parenting programme focuses on children aged 7–11 because several development partners are covering other age groups (such as early childhood) with similar interventions in the Philippines, and a clear gap was observed with respect to the services offered to caregivers of children in the 7–11 age group. In addition, substantial evidence exists on the impact of parenting programmes on children's development outcomes at the early childhood stage, whereas the impact of such programmes on older children is relatively understudied.

This study follows a quasi-experimental research design to assess the impact of the parenting programme on children's social–emotional learning skills, caregivers' engagement with their children (including the use of various forms of maltreatment inflicted by caregivers on their children) and caregivers' ability to effectively manage their household budget. The study sample was drawn from eight barangays in the Eastern Visayas, Leyte. The three intervention barangays were San Jose, Hinabuyan and Naghali, and the five comparison barangays were Libertad, Nasunogan, Tugbong, Kawayan and Abijao.

This evaluation will investigate the following research questions.

1. Did the parenting programme exhibit a positive impact on the intended outcomes of the parenting intervention? For which types of beneficiaries were the impact greatest/least?
2. How has the sample of children and caregivers changed over time with respect to children's social–emotional learning skills and caregivers' parenting behaviour?
3. Given the results of the evaluation, how can the parenting programme be adapted to better meet the needs of the beneficiaries by improving their social–emotional learning and parenting outcomes?

It was found that children's social–emotional learning skills have improved across all domains between the pre-intervention and post-intervention assessments for the intervention group and the comparison group. As expected, improvements were observed for both groups (intervention and comparison) as a consequence of the cognitive development relating to children's age. However, the average improvement for the intervention group was significantly higher than the average improvement for the comparison group in all the social–emotional learning domains. This indicates that participation in the parenting programme was associated with improved social–emotional learning skills for children. The improvement in the intervention groups ranged from 0.27 standard deviations to 0.37 standard deviations. Similarly, caregivers became more empathic and encouraging in the interactions with their children, with a decrease in the frequency of maltreatment between the pre-intervention and post-intervention assessments for the intervention group.

With respect to management of the family budget, it was observed that a greater proportion of caregivers in the intervention group (than in the comparison group) had increased their savings at the time of post-assessment. In the

event of an adversity, the intervention group also opted for more positive coping strategies than the comparison group (e.g .cut down unnecessary expenses).

However, although the comparison group did not increase their savings as much as the intervention group, a greater proportion of caregivers in the comparison group (than the proportion of caregivers in the intervention group) utilized their savings on items that can be categorized as important (e.g. save for unforeseen events).

The key findings from the evaluation suggest the following programming and learning priorities.

Programming priorities

- It was observed that the average gains (between the pre-intervention assessment and the post-intervention assessment) decreased with each additional year by 0.3 standard deviations in the conflict resolution subtask. This suggests that early investment in children's social–emotional skills is essential, and therefore the parenting programme should target parents as early as possible. This will ensure that children receive an enriching and stimulating home environment at a young age, which will enable them to realize the most benefit from the intervention.
- Of the five International Social–Emotional Learning Assessment (ISELA) domains, the average gains (between the pre-intervention assessment and the post-intervention assessment) in the perseverance domain were not statistically significant for the intervention group. Therefore, future iterations of the parenting programme must emphasize this skill more. In addition, it might be beneficial to supplement the parenting programme with the life skills sessions for children (the Youth Resilience Program) implemented by Save the Children as another initiative of the Child-Sensitive Social Protection (CSSP) project. The Youth Resilience Program covers areas such as strengthening identity, decision making and emotional management. These sessions might be useful to reinforce the parenting programme to strengthen children's perseverance skills.
- For the family budgeting outcomes, we found a greater improvement (between the pre-intervention assessment and the post-intervention assessment) in the use of family budgeting strategies pertaining to the important utilization of savings for the comparison group than for the intervention group. This underscores a greater need to encourage caregivers to utilize their savings on uses classified as important in the family budgeting sessions in the parenting programme.

Learning priorities

- The evaluation shows that, in the short term (13 months after delivering the intervention), participation in the parenting programme was associated with higher gains in four out of five ISELA domains for the intervention group. It will be beneficial to understand whether the impact of the intervention persists in the medium term (24 months later), as well for advocating for a more expansive scale-up of the parenting programme.
- In this evaluation, the primary child-level outcome of interest was children's social–emotional learning skills. However, it might be useful to assess whether the intervention (the parenting programme) will also affect other education outcomes, such as children's learning levels, participation in school (including improved attendance) and greater engagement in school activities.

1. Introduction

1.1. Background

This report presents the results from the pre- and post-intervention assessment evaluation of a parenting programme delivered to the beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps) in the Philippines. 4Ps is a nationwide conditional cash transfer programme aimed at breaking intergenerational transfer of poverty by supporting poor households with cash transfers and encouraging them to invest in the health, nutrition and education of their children. Since its inception in 2008, it has covered 4.8 million households.

This study follows 465 dyads of children and caregivers for a period of 13 months. Of the 465 dyads, 232 dyads were part of an intervention group that received a parenting programme in addition to the 4Ps cash transfer, while 233 dyads in the comparison group only received the cash transfer. This study surveyed the dyads at two points of time: once prior to the intervention (the pre-intervention assessment) and then 13 months after the pre-intervention assessment (the post-intervention assessment). The pre-intervention assessment took place in September 2020, and the post-intervention assessment took place in September 2021.

The parenting programme aims to enable social protection programmes like 4Ps to have a more pronounced impact on children's well-being. The thrust of the programme is to support parents to improve their relationship with their children, have more enriching interactions and reduce maltreatment. Further, this will pave the way for improved social, emotional and cognitive development among children. This study will examine the impact of the parenting programme on a range of caregiver-level and child-level outcomes, such as children's social–emotional learning skills, caregivers' engagement with their children (including the use of various forms of maltreatment on their children) and caregivers' ability to effectively manage their household budget.

This study will investigate the following research questions.

1. Did the parenting programme exhibit a positive impact on the intended outcomes of the parenting intervention? For which types of beneficiaries were the impact greatest/least?
2. How has the sample of children and caregivers changed over time with respect to children's social–emotional learning skills and caregivers' parenting behaviour?
3. Given the results of the evaluation, how can the parenting programme be adapted to better meet the needs of the beneficiaries by improving their social–emotional learning and parenting outcomes?

The rest of the report is organized as follows. Section 2 discusses the methods used to answer the research questions of this study. It provides details about the sample size, sample attrition and different instruments used to measure the intended outcomes. Sections 3 and 4 present the primary results of the evaluation, including the primary predictors of social–emotional learning skills. The final section (Section 5) discusses the conclusions and proposes recommendations to inform implementation of the parenting programme in future.

1.2. Intervention and context

The parenting programme has been designed for families that are beneficiaries of 4Ps to further strengthen caregivers' ability to support their children's well-being. The programme is delivered through a series of 11 weekly sessions to caregivers who have children aged between seven and 11. The parenting programme focused on children aged 7–11 because several development partners are covering other age groups (such as early childhood) with similar interventions in the Philippines, and a clear gap was observed with respect to the services offered to caregivers of children in the 7–11 age group. In addition, substantial evidence exists on the impact of parenting programmes on children's development outcomes at the early childhood stage, whereas the impact of such programmes on older children is relatively

understudied. The parenting sessions are largely based on the International Child Development Program, which has been implemented in 43 countries so far. In addition to the weekly parenting sessions, home visits are also made to all participants to provide caregivers with individualized support and guidance.[1]

The parenting sessions are delivered to groups of 15–20 participants by trained facilitators. These sessions cover a range of topics such as parental empathy, sensitivity, fostering gender-sensitive households, effective management of household finances and children's health and nutrition. The sessions are interactive, joyful, practical and based on "everyday" experiences of the parents. To ensure the sustainability of these parenting groups as a support network for caregivers, the parenting groups will also develop sustainability plans. The parenting programme is delivered under the umbrella of Save the Children's CSSP project "Making Social Protection Deliver More for Children in the Philippines". The parenting programme was implemented in Leyte in the Eastern Visayas region in three municipalities, covering three barangays. As a part of the CSSP project, Save the Children is delivering a set of four interventions, covering youth development sessions/life skills sessions; community clusters for children; improved access to social protection; and the parenting programme for 4Ps.

2.1. Study design

This study follows a quasi-experimental research design to assess the impact of the parenting programme offered to 4Ps beneficiaries on children's social–emotional learning skills, caregivers' engagement with their children (including the use of various forms of disciplining practices on their children) and caregivers' ability to effectively manage their household budget. It compares the intended outcomes for child–caregiver dyads in the intervention group who received the parenting programme, and dyads in the comparison group who did not receive the intervention. The dyads in our sample were assessed twice: prior to the commencement of the intervention (pre-intervention) and 13 months after the pre-intervention data collection (post-intervention).

2.2. Sample

The prerequisite for inclusion in the study was participation in 4Ps. Across three municipalities with existing CSSP interventions, all households with children aged between seven and 11 were selected to participate in the programme. The households in the intervention group were spread across three barangays. To ensure comparability between the intervention and comparison groups, households were also randomly chosen in the same municipalities, but in different and comparable barangays. Households in the comparison group were spread across five barangays. Barangays with geographic characteristics (mountainous regions; proximity to the coast or the highway) and sources of livelihood similar to the intervention group were chosen for comparison. The intervention barangays included San Jose, Hinabuyan and Naghalin, and the comparison barangays were Libertad, Nasunogan, Tugbong, Kawayan and Abijao.

A sample of 465 child–caregiver dyads were assessed during the pre-intervention assessment. Of the 465 dyads, 232 dyads were part of the intervention group and the remaining 233 dyads were part of the comparison group. The sample reduced to 443 children during the post-intervention assessment. This represents an overall attrition of 4.73%. The post-intervention sample consisted of 222 dyads in the intervention group and 221 dyads in the comparison group. An attrition of 4.3% and 5.15% was observed for the intervention and comparison groups respectively. Table 1 presents details about the sample during the pre-intervention and post-intervention assessments.

[1] A Parenting Program for the Pantawid Pamilyang Pilipino Program – Facilitator Guide.

Table 1: Sample size in the intervention and comparison group during the pre-intervention and post-intervention assessments

Treatment arm	Intervention group	Comparison group	Total
Children at pre-intervention	232	233	465
Children at post-intervention	222	221	443
Attrition (%)	4.3%	5.15%	4.73%

To ensure that this attrition was not systematic, we compared the pre-intervention characteristics and children's social–emotional learning skills of dyads in the intervention and comparison groups that dropped out of the study after the pre-intervention data were collected. No statistically significant difference was observed between the dyads in the two groups that dropped out of the study after the pre-intervention assessment. Detailed information about the difference between the various background characteristics and social–emotional learning skills for the two groups can be found in Appendix 6.1.

We also compared the background characteristics and the International Social–Emotional Learning Assessment (ISELA) domain scores between the dyads that dropped out after the pre-intervention data were collected and the dyads that did not drop out. For all ISELA domains, no statistically significant differences were observed between the dyads that dropped out and dyads that did not. However, some small, but statistically significant, differences were observed between these two groups with respect to the average number of household possessions and the average non-violent discipline score. Detailed results of this analyses can be found in Appendix 6.2. The regression analysis will control for the background characteristics for which statistically significant differences were observed.

2.3. Measurement

Several measurement instruments were used for collecting data for this study. For measuring children's social–emotional learning skills, Save the Children's ISELA was used. Details about the psychometric validation of ISELA in Philippines can be found in Appendix 6.3. The Caregiver Engagement Scale was used to assess the frequency of caregivers' interactions with their children. We also used the Parent–Child Conflict Tactics Scale to measure children's exposure to maltreatment inflicted by their caregivers. Finally, a tool was developed to assess caregivers' ability to effectively manage their household finances. In addition, background information – such as children's sex and age; caregivers' sex, age and level of education; and the number of household possessions – was also collected.

The assessment and the background questionnaire were administered in Bisaya. The data were collected electronically through tablets and the assessors underwent a weeklong cascaded virtual training session conducted by Save the Children International prior to the data collection. Table 2 presents details about the various data collection instruments.

Table 2: Data collection instruments used during the pre-intervention and post-intervention assessments

Domains/Items	Description/examples
Children's background characteristics	Children's age and sex
Caregivers' background characteristics	Caregivers' age, sex, level of education
Socioeconomic status	Number of possessions at home
ISELA	
Self-concept	Six items about children's conception of their future self, barriers to reaching future self and ways to overcome those barriers

Stress management	Seven items about various strategies used by the child to manage their stress
Perseverance	Four items about strategies used by the child in times of adversity
Empathy	Nine items about awareness of other individual's emotional state and strategies used by the child to manage sadness and anger
Conflict resolution	12 items about strategies to deal with conflict, awareness of other individual's emotional state and displaying help-seeking behaviours
Caregiver engagement and maltreatment	
Caregiver engagement	Seven items asking children and caregivers about the frequency of various forms of interactions that they participated in with each other
Maltreatment (non-violent discipline)	Three items about the frequency of non-violent disciplining behaviours that caregivers used with their children
Maltreatment (psychological aggression)	Three items about the frequency of different forms of psychological aggression that caregivers inflicted on their children
Maltreatment (physical violence)	Two items about the frequency of different forms of physical violence that caregivers inflicted on their children
Maltreatment (neglect)	Four items about the frequency of different ways in which caregivers neglected their children
Family budgeting	
Household savings and use	Information about current and past level of household savings and potential uses of household savings
Coping strategies	Information about different coping strategies used by households during adverse events

2. Methods

Pre-intervention background characteristics

A total of 443 dyads of children and caregivers participated in the post-intervention assessment. Of the 443 children in the sample, 48% (213) were female and 52% were male (230). The youngest child in the sample was seven years old and the oldest child was 13 years old. The average age of the sample was 10.15. Caregivers were presented with a list of nine household items and asked whether they possessed any of the items to assess the socioeconomic status of the household. On average, it was reported that households possessed five out of nine of the household items. In addition, caregivers on average reported attending six years of education.

Table 3 reports the differences in background characteristics and ISELA domains between the intervention and the comparison groups at pre-intervention. Detailed results about caregiver engagement, maltreatment, family budgeting and ISELA domains in the post-intervention assessment can be found in the subsequent sections.

Table 3: Difference between the intervention and comparison during the pre-intervention assessment

Background characteristics	Total	Intervention	Comparison	Difference
Sex (percentage of females)	48	48	48	0
Children's age (in years)	9.2	9.26	9.17	0.09
Non-violent discipline score (out of 4)	2.16	2.18	2.13	0.05
Physical aggression score (out of 4)	0.74	0.75	0.73	0.02
Psychological aggression score (out of 4)	1.26	1.27	1.23	0.04
Neglect score (out of 4)	0.87	0.86	0.88	0.02
Caregiver engagement score	2.50	3.24	3.10	0.14*
Number of years of caregiver education	6.08	6.34	5.82	0.52

Average number of household possessions	4.79	4.97	4.61	0.36~
ISELA domains	Total	Intervention	Comparison	Difference
Empathy	45	48	42	6~
Stress management	40	39	42	3
Perseverance	50	50	51	1
Conflict management	43	43	43	0
Self-concept	22	20	25	5**

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.2. Caregiver engagement

To assess caregivers' engagement with their children, assessors read a series of statements to children about different interactions that they participated in with their caregivers. The children were required to respond to those statements with one of the five options: "never", "seldom", "sometimes", "often" or "always". For each item in this domain, the scores ranged from 0 to 4, with 0 meaning "never" and 4 representing "always". A caregiver engagement score was developed by averaging the individual item scores for all statements in this domain with equal weights. The overall caregiver engagement score also ranged from 0 (least engagement) to 4 (most engagement). Table 4 presents the average score for both groups for the individual items based on responses from children.

Table 4: Difference between the intervention and comparison groups during the pre-intervention and post-intervention assessments based on responses from children

	Pre-intervention			Post-intervention		
	Intervention	Comparison	Difference	Intervention	Comparison	Difference
My caregiver shows me s/he is proud of me	2.75	2.56	0.19	3.27	2.72	0.55***
My caregiver takes an interest in my activities	2.41	2.41	0	3.10	2.68	0.41***
My caregiver listens to me when I talk to her/him	2.66	2.77	0.11	3.18	2.78	0.40***
My caregiver talks about the things that really matters to me	2.43	2.81	0.38**	3.16	2.86	0.30**
I am comfortable in sharing my thoughts and feelings with my caregiver	2.07	2.30	0.23	2.98	2.40	0.58***
My caregiver knows where I am and what I'm doing all the time	2.37	2.32	0.05	3.05	2.34	0.71***
My caregiver knows a lot about me	2.53	2.60	0.07	3.16	2.60	0.56***

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

During the pre-intervention assessment, the average caregiver engagement score for the sample was 3.18 (out of 4), with a statistically significant difference between the intervention group's average score (3.24) and the comparison group's average score (3.10). For individual items, a statistically significant difference was observed for one out of seven items. During the post-intervention assessment, the difference between the intervention group's average caregiver engagement score (3.13) and the comparison group's average score (2.62) increased to 0.51 points. The difference was

also statistically significant. Similarly, the intervention group's score was significantly higher than the comparison group's score for all items in the post-intervention assessment.

3.3. Caregiver maltreatment

For measuring exposure to maltreatment, children were asked questions about various forms of maltreatment (and its frequency) that their caregivers inflicted on them. The assessor read out several statements relating to different forms of maltreatment, and children were asked to report the frequency of that form of maltreatment through selecting one of the five options: "never", "seldom", "sometimes", "often" or "always". The various forms of maltreatment were grouped into four subdomains: "non-violent discipline", "psychological aggression", "physical violence" and "neglect". Subdomain scores are reported in the following sections. For each item in this domain, the scores ranged from 0 to 4, with 0 being "never" and 4 representing "always". Composite scores were also developed for each subdomain by averaging the individual item scores in the subdomain domain with equal weight. The subdomain scores also ranged on a scale of 0 to 4, with 0 being "never" and 4 representing "always". An adapted version of the Parent–Child Conflict Tactics Scale (with fewer items than the original scale) was used to measure caregiver maltreatment. To ensure the validity of the tool, it was piloted with children of the same age group in these regions who were not participating in the study.

3.3.1. Non-violent discipline

During the pre-intervention assessment, the average score for the sample was 2.16 and no statistically significant difference was observed between the intervention group and comparison group for the non-violent subdomain. During the post-intervention assessment, the average score for the sample decreased to 1.81, but the difference between the intervention group's average score (1.87) and the comparison group's average score (1.76) continued to be not statistically significant. For individual items, the intervention group reported using non-violent disciplining techniques more frequently than the comparison group in one out of three of the items. Table 5 displays the individual item-level scores for the intervention and comparison groups during the pre-intervention and post-intervention assessments.

Table 5: Individual item scores for the intervention and comparison groups during the pre-intervention and post-intervention assessments for the non-violent discipline subdomain reported by children

	Pre-intervention			Post-intervention		
	Intervention	Comparison	Difference	Intervention	Comparison	Difference
Explains why something you did was wrong	2.39	2.36	0.03	2.99	2.54	0.45***
Gave you something else to do instead of what you were doing because your caregiver thought what you are doing was wrong or inappropriate	1.87	1.88	0.01	1.77	1.77	0
Took away privileges or grounded you	1.10	1.27	0.17	0.88	1	0.12

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.3.2. Psychological aggression

For the psychological aggression subdomain, the intervention group's average score was 1.27 and the comparison group's average score was 1.23 during the pre-intervention assessment. However, the difference between the

intervention and comparison group was not statistically significant. During the post-intervention assessment, the intervention group's average score was 0.56 and the comparison group's average score was 0.71. The difference between the two groups during the post-intervention assessment was statistically significant. With respect to individual items, for two out of three of the items, intervention group's average score was significantly lower than the comparison group's average score during the post-intervention assessment. Table 6 presents the scores for all items in this subdomain.

Table 6: Individual item scores for the intervention and comparison groups during the pre-intervention and post-intervention assessments for the psychological aggression subdomain reported by children

	Pre-intervention			Comparison		
	Intervention	Comparison	Difference	Intervention	Comparison	Difference
Shouted, yelled, cursed or screamed at you	1.03	1.15	0.12	0.58	0.76	0.18**
Threatened to spank or hit but did not actually do it	1.19	1.23	0.04	0.78	0.90	0.12
Called you dumb, lazy or some other name like that	0.82	0.91	0.9	0.33	0.46	0.13~

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.3.3. Physical violence

During the pre-intervention assessment, no statistically significant difference was observed between the intervention group's average score (0.75) and the comparison group's average score (0.73) for the physical violence subdomain. During the post-intervention assessment, the intervention group's average score (0.41) was lower than the comparison group's average score (0.53). The difference was statistically significant. This indicates that caregivers in the comparison group used physical violence to discipline their children more frequently than caregivers in the intervention group during the post-intervention assessment. For individual items in this subdomain, the intervention group's average score was lower than the comparison group's average score for one out of two of the items. Detailed results for individual items are presented in Table 7.

Table 7: Individual item scores for the intervention and comparison groups during the pre-intervention and post-intervention assessments for the physical violence subdomain reported by children

	Pre-intervention			Comparison		
	Intervention	Comparison	Difference	Intervention	Comparison	Difference
Spanked, slapped or hit you on your bottom or other body part with bare hand	1.03	1.11	0.07	0.47	0.51	0.04
Hit you on the bottom or other part of your body with a belt, a stick or some other hard object	0.97	0.97	0	0.36	0.55	0.19**

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.3.4. Neglect

For the neglect subdomain, the intervention group's average score was 0.86 and the comparison group's average score was 0.88 during the pre-intervention assessment. The difference in the average scores for these two groups was not statistically significant. During the post-intervention assessment, the intervention group's average score (0.49) was significantly lower than the comparison group's average score (0.70). This means that caregivers in the comparison group were negligent with their children more frequently than caregivers in the comparison group. For individual items in this subdomain, we observe that the intervention group's average score was significantly lower than comparison group's average score in two out of four of the items. Table 8 presents detailed item-level scores for the neglect subdomain.

Table 8: Individual item scores for the intervention and comparison groups during the pre-intervention and post-intervention assessments for the neglect subdomain reported by children

	Pre-intervention			Comparison		
	Intervention	Comparison	Difference	Intervention	Comparison	Difference
Left you at home alone, even when some adult should be with you	0.45	0.52	0.07	0.38	0.60	0.22~
Was not able to make sure you got to a doctor or hospital when it was needed	0.59	0.79	0.2	0.41	0.31	0.1
Was not able to make sure that you got the food you needed	0.91	0.82	0.09	0.35	0.76	0.41***
Was so caught up with his/her own problems that he/she was not able to show or tell you that he/she loves you	1.29	1.32	0.02	0.92	1.04	0.12

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.4. Family budgeting

Given the focus of the parenting programme on effective budgeting practices to manage household finances, caregivers were also asked questions about their household savings and the coping strategies they used during an adversity. During the pre-intervention assessment, 33% of the caregivers reported possessing savings and no statistically significant difference was observed between the proportion of caregivers who reported possessing savings in the intervention group (34%) and the comparison group (32%). However, during the post-intervention assessment, the proportion of caregivers in the intervention group (67%) significantly exceeded the proportion of caregivers in the comparison group (42%) who reported possessing savings. Caregivers were also asked about their saving in comparison to their savings 10 months ago, and those results are summarized in Table 9.

Table 9: Proportion of caregivers with less, the same or more savings in the intervention and comparison groups

Q. Compared to 10 months ago, do you now have less, the same or more savings?						
	Pre-intervention (% of caregivers)			Post-intervention (% of caregivers)		
	Total	Intervention	Comparison	Total	Intervention	Comparison
Less	61	53	47	38	56	44

Same	14	40	60	26	52	48
More	25	52	48	36	75	25

Caregivers who reported possessing savings were asked about the ways in which they used those savings. Of the possible uses, seven out of nine were classified as important and the remaining two uses were classified as less important. Caregivers were informed of this classification during the parenting sessions. Table 10 presents a detailed summary of the potential uses of savings by caregivers in the sample for both categories of savings.

Across the pre-intervention and post-intervention assessments, children's education and school expenses were the most commonly reported use of household savings for both groups. During the pre-intervention assessment, no statistically significant difference was observed between the intervention and comparison groups. During the post-intervention assessment, a significantly greater proportion of caregivers in the comparison group reported spending their savings for two out of seven of the uses classified as important than the proportion of caregivers in the intervention group. For the remaining uses classified as important, no statistically significant difference was observed between the two groups. For less important uses of their savings, no statistically significant difference was observed between the intervention and comparison groups.

Table 10: Potential uses of savings by caregivers reported during the pre-intervention and post-intervention assessments

Potential use of savings	Pre-assessment			Post-assessment		
	Intervention	Comparison	Difference	Intervention	Comparison	Difference
Use of savings for important purposes						
Children's education/school expenses	78	76	2	82	73	9~
Health-related expenses	56	60	4	44	49	5
Buying special food for children	18	18	0	27	45	18**
Buying food/groceries	77	83	6	59	61	2
Emergencies (any unforeseen expenses)	55	58	3	72	80	8
Purchasing productive assets/investments	25	19	6	12	19	8
Repaying loan	18	22	4	12	22	9~
Use of savings for less important purposes						
Social obligations and festivals	8	7	1	9	12	3
Buying a desirable or luxury item	10	3	7	14	8	6

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

Caregivers were also asked questions about coping strategies used in times of adversity. Similarly, the coping strategies were classified as positive or less positive , and caregivers were informed about these strategies in the parenting session. We observe that borrowing money from neighbours, relatives and friends and finding more work for extra income were the most commonly reported coping strategies used in times of adversity for both groups. During the pre-intervention assessment, across all coping strategies, the difference between the proportion of caregivers in the intervention and the comparison group was not statistically significant. In the post-intervention assessment, a significantly greater proportion of caregivers in the intervention group reported using two out of six of the positive coping strategies (using savings and asking the local government for assistance in times of adversity), while a greater proportion of caregivers in the

comparison group reported resorting to less positive strategies such as borrowing money from a neighbour, friend or relative in a similar situation. Borrowing money is classified as a less positive coping strategy as this may imply that families might not have planned to save money for adverse events. However, it is also likely that these families might be income-constrained in the first place and therefore unable to make any savings. For the remaining coping strategies, no statistically significant difference was observed. Table 11 presents a detailed summary of the various coping strategies used by caregivers in times of adversity.

Table 11: Various coping strategies used by caregivers in times of adversity reported during the pre-intervention and post-intervention assessments

Coping strategies	Pre-intervention			Post-intervention		
	Intervention	Comparison	Difference	Intervention	Comparison	Difference
Positive coping strategies						
Selling something	24	21	3	29	24	5
Using savings	41	41	0	76	61	14**
Adults in the family will try to find more work	72	74	1	79	73	6
Taking a loan from local savings group	39	33	6	48	41	7
Cutting down on unnecessary items	21	16	5	29	23	6
Asking the (local) government for assistance	55	57	2	68	57	11*
Less positive coping strategies						
Selling something	24	21	3	29	24	5
Borrowing money from neighbour, relative or friend	73	77	4	72	82	10*
Asking the community for help	46	49	3	54	62	8
Taking a loan from a moneylender	53	46	7	41	47	6
Cutting down on food	50	56	6	49	51	2
Taking child/children out of school	5	3	2	2	4	2
Asking child/children to help out with work, earning income	10	8	2	1	1	0

Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.5. Social-emotional learning skills

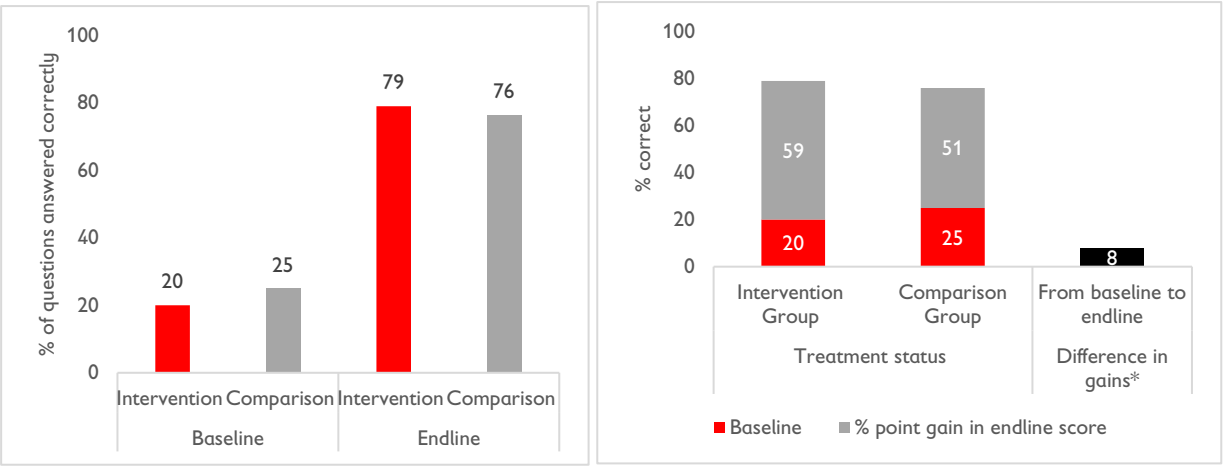
To measure children's social–emotional learning skills, we use ISELA. ISELA covers five social–emotional learning competencies: self-concept, stress management, perseverance, empathy and conflict resolution. We expect that an improvement will be observed in social–emotional skills from the pre-intervention to post-intervention assessment for both the intervention and comparison groups. The improvement for both groups can be attributed to the cognitive development associated with the increase in the children's age. However, we hypothesize that the improvement for the intervention group will be higher than for the comparison group due to the intervention.

3.5.1. Self-concept

For the self-concept subtask, ISELA measures children's orientation relating to their future. Children are asked to draw and reflect on two future selves in this subtask and to identify a barrier and support for achieving that future self. Assessors score whether the participant can imagine a future and articulate what can support or stop them from attaining that future.

In this subtask, the comparison group's average score was higher than the intervention group's average score during the pre-intervention assessment. During the post-intervention assessment, children in the intervention group outperformed the children in the comparison group. However, for both assessments, the difference in the average score for the groups was not statistically significant. Even though the difference in the scores for both groups was not significant, the intervention group's average gains (between pre-intervention and post-intervention) were 8 percentage points higher for the comparison group. The difference in the gains for the two groups was statistically significant. This indicates that the intervention group's average improvement between the pre-intervention assessment and the post-intervention assessment was greater than the comparison group's average improvement.

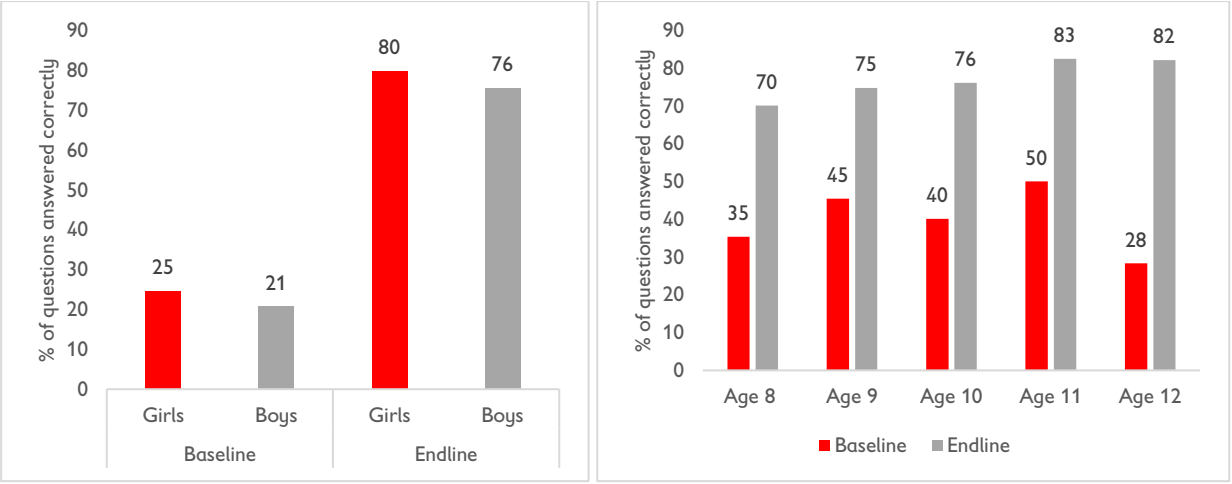
Figure 1: Self-concept: percentage of questions answered correctly during the pre-intervention and post-intervention assessments; difference in average gains for the intervention and comparison groups



Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

Upon disaggregating the results by sex, we observe that girls' average score was 4 percentage points higher than boys' average score in both the pre-intervention and post-intervention assessments. However, the difference was not statistically significant. The average score in the post-intervention assessment was higher than the average score in the pre-intervention assessment for all age groups in the self-concept domain. During the pre-intervention assessment, the difference in average score for different age groups was statistically significant. This statistically significant difference in average scores for different age groups did not persist in the post-intervention assessment. We also observe that no significant differences were observed in the average gains (between the pre-intervention assessment and the post-intervention assessment) between boys and girls, or between different age groups within the intervention group.

Figure 2: Stress management scores disaggregated by sex and age during the pre-intervention and post-intervention assessments



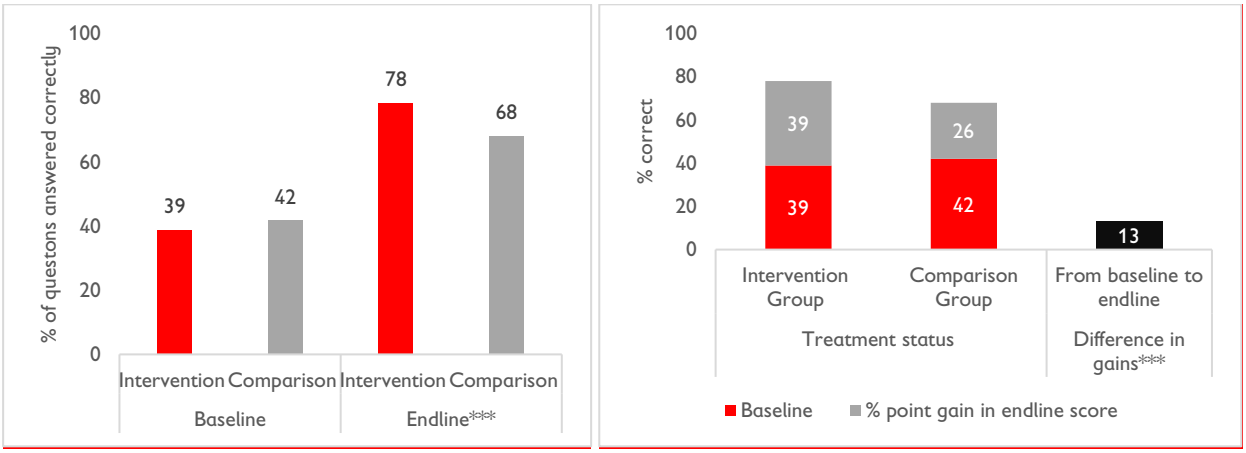
Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.5.2. Stress management

In the stress management subtask, children were asked to identify strategies they used to calm themselves down if they were angry or upset. Assessors scored whether the child could accurately define up to three appropriate and non-destructive stress management strategies.

The average pre-intervention score for this subtask was 39% and 42% for children in the intervention and comparison groups respectively. An increase was observed in children's performance in the stress management subtask for both the intervention (78%) and comparison (68%) groups during the post-intervention assessment. However, the increase for the comparison group was lower than the increase for the intervention group, and the difference was statistically significant. The average difference between the gains for the two groups was 13 percentage points. The difference in the average gains for the intervention and comparison groups was also statistically significant.

Figure 3: Stress management: percentage of questions answered correctly during the pre-intervention and post-intervention assessments; difference in average gains for the intervention and comparison groups

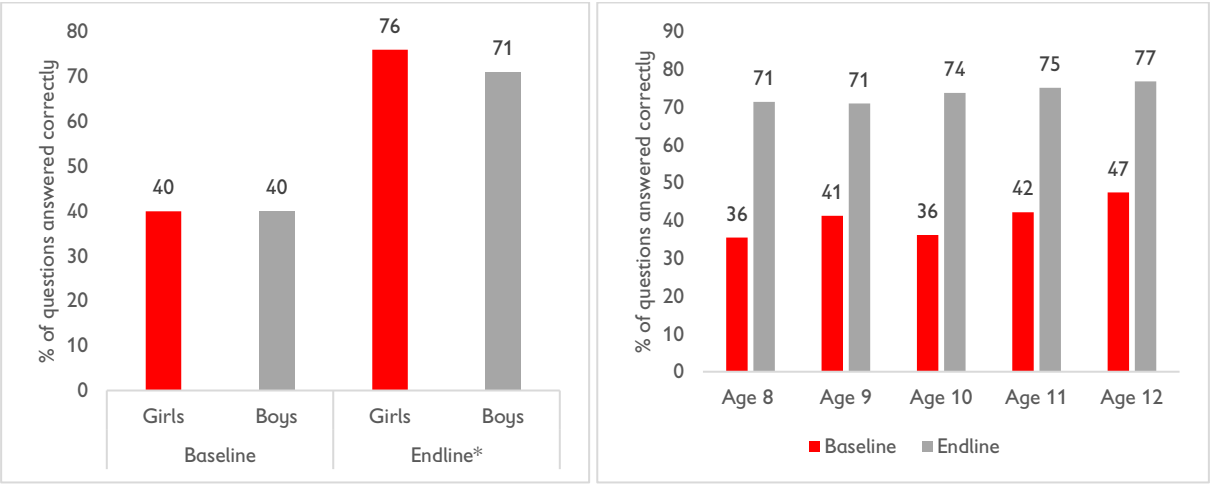


Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

Upon disaggregating the results by sex, we observe that girls outperformed boys during the post-intervention assessment, while no statistically significant differences were observed between girls and boys during the pre-intervention

assessment. During the post-intervention assessment, girls' average score (76%) was 5 percentage points higher than boys' average score (71%). We also observe that children's average score increased for all age groups between the pre-intervention and post-intervention assessments. For the stress management subtask, no significant differences were observed in the average gains (between the pre-intervention assessment and the post-intervention assessment) between boys and girls and different age groups in the intervention group.

Figure 4: Stress management scores disaggregated by sex and age during the pre-intervention and post-intervention assessments



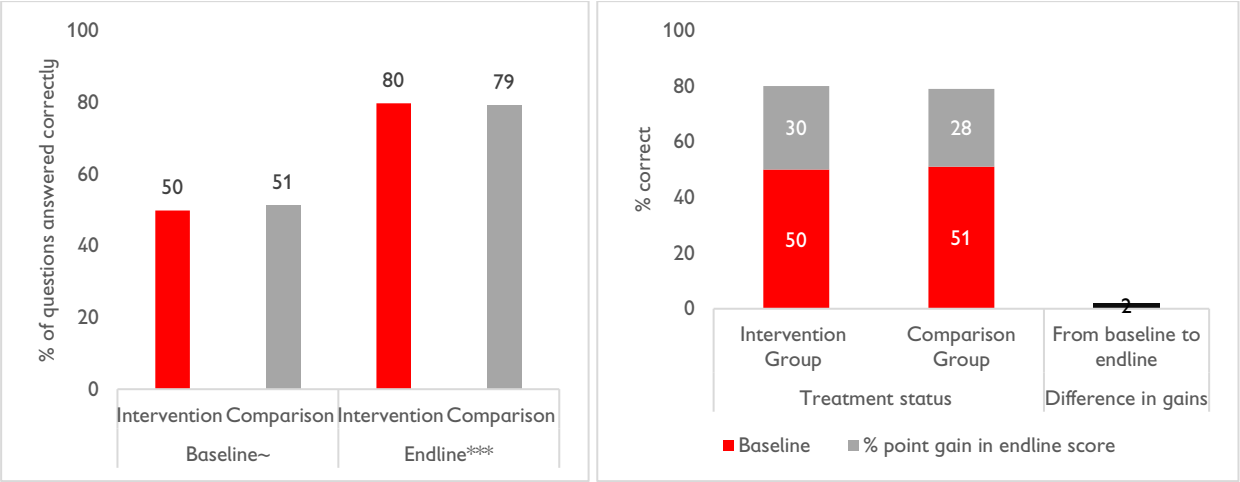
Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.5.3. Perseverance

For the perseverance subtask, assessors asked children to draw four increasingly harder geometric figures using their non-dominant hand. Assessors asked the child whether they would like to stop and move onto the next section 20 seconds and 40 seconds into each of the four drawing activities. Assessors did not score children on the accuracy of their drawing, but rather on their ability to persist with each drawing for 60 seconds. If the child asked to stop, they were not shown subsequent geometric figures.

In this subtask, the intervention group's (80%) average score was marginally higher than the comparison group's (79%) average score during the post-intervention assessment. On the other hand, the comparison group's average score (51%) was slightly higher than the intervention group's (50%) pre-intervention average score. No statistically significant difference was observed between the average gains (between pre-intervention and post-intervention) for the intervention and comparison groups.

Figure 5: Perseverance: percentage of questions answered correctly during the pre-intervention and post-intervention assessments; difference in average gains for the intervention and comparison groups



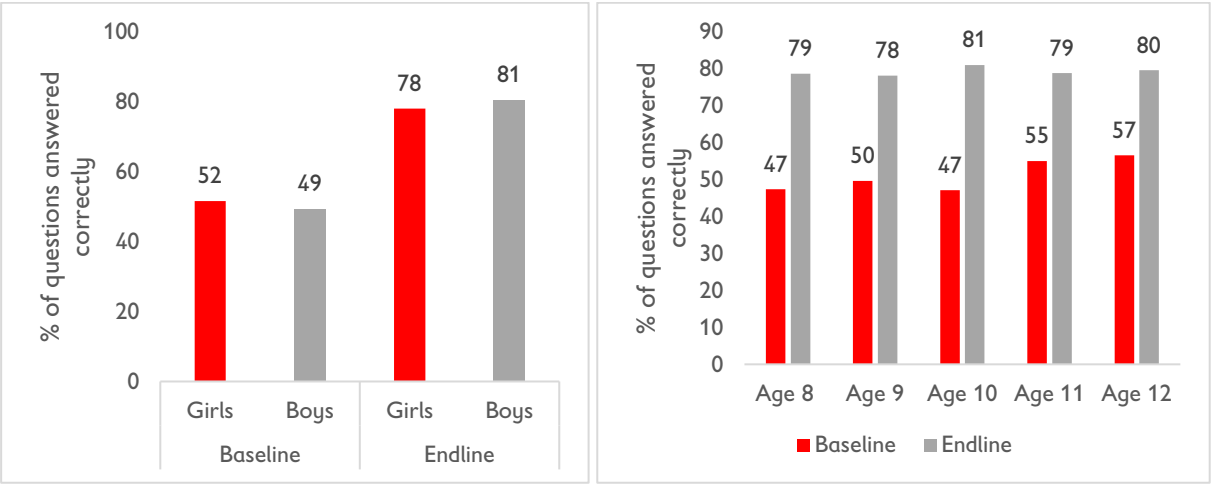
Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

When the results for the perseverance subtask were disaggregated by sex, we observe that girls' average score was marginally higher than boys' average score during the pre-intervention assessment. During the post-intervention assessment, boys' average score was higher than girls' average score. However, the differences between girls' and boys' average score was not statistically significant for either round of assessments.

For all age groups, the average score during the post-intervention assessment was higher than the average score during the pre-intervention assessment. We also observe that the difference in the average scores for different age groups was not statistically significant during the pre-intervention and post-intervention assessments.

Similar to the previous subtasks, no significant differences were observed in the average gains (between the pre-intervention assessment and the post-intervention assessment) between boys and girls and different age groups in the intervention group.

Figure 6: Perseverance scores disaggregated by sex and age during the pre-intervention and post-intervention assessments



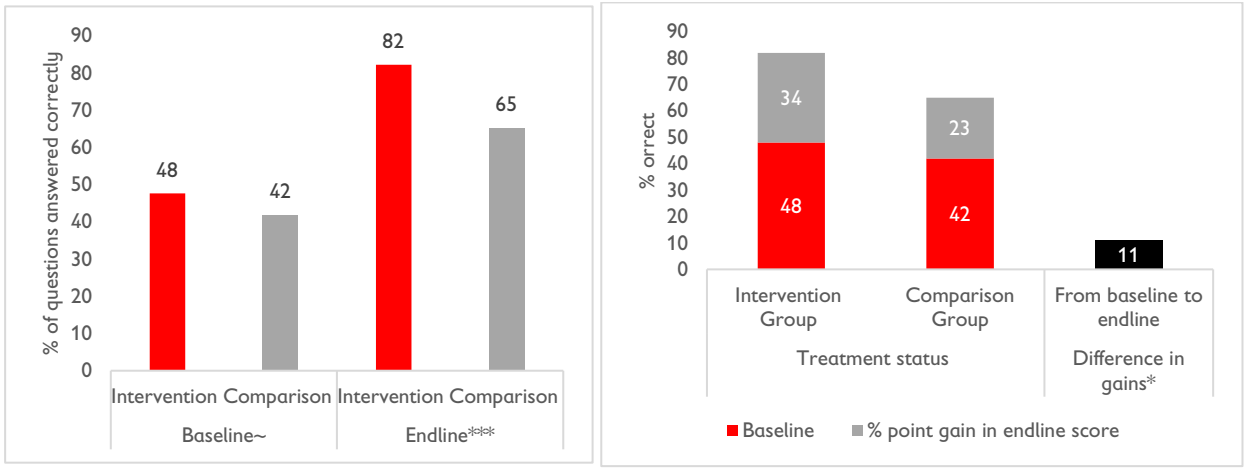
Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.5.4. Empathy

The empathy subtask was composed of six items. In this subtask, participants were shown two pictures of a sad and angry child and were asked to recognize the emotions (sadness and anger) in those pictures correctly. These items were adapted from the Assessment of Children's Emotion Skills (Schultz, Izard and Bear 2004). The remaining four items are adapted from the International Development and Early Learning Assessment (IDELA) Pisani, Borisova, and Dowd 2018): participants were asked to describe two things they could do to make the sad and angry children feel better.

The intervention group's average score was significantly higher than the comparison group's average score during the pre-intervention (I: 48%; C: 42%) and the post-intervention assessments (I: 82%; C: 65%). We also observe that the intervention group's gains (between pre-intervention and post-intervention) were significantly higher than the comparison's gains between pre-intervention and post-intervention. The difference in the average gains between the groups was statistically significant. Expected gains were observed in the average score for the empathy subtask for the intervention and comparison group due to the development of children's cognitive and social–emotional learning skills associated with age. However, the greater increase for the intervention group can be attributed to their participation in the parenting programme.

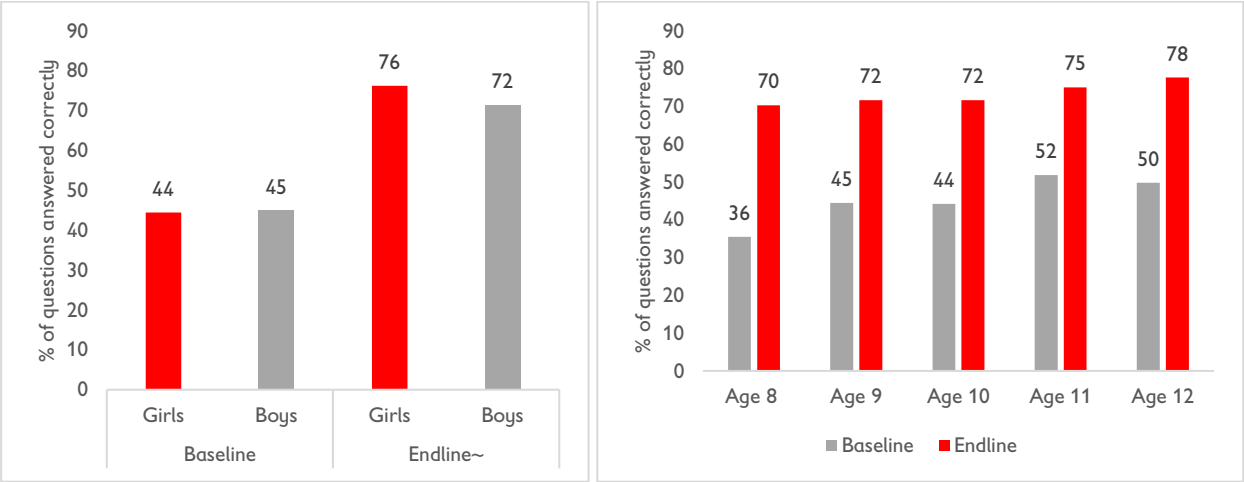
Figure 7: Empathy: percentage of questions answered correctly during the pre-intervention and post-intervention assessments; difference in average gains for the intervention and comparison groups



Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

For the empathy subtask, no statistically significant difference was observed between boys and girls during the pre-intervention assessment. During the post-intervention assessment, girls' average score (76%) was 4 percentage points higher than the boys' average score (72%). When the scores in this subtask were disaggregated by age, for all age groups, the post-intervention average score was higher than the pre-intervention average score. We also observe that, during the pre-intervention assessment, older children's average scores were significantly higher than younger children's average. However, this difference did not persist in the post-intervention assessment, and the difference in the average scores of different age groups was not statistically significant.

Figure 8: Empathy scores disaggregated by sex and age during the pre-intervention and post-intervention assessments



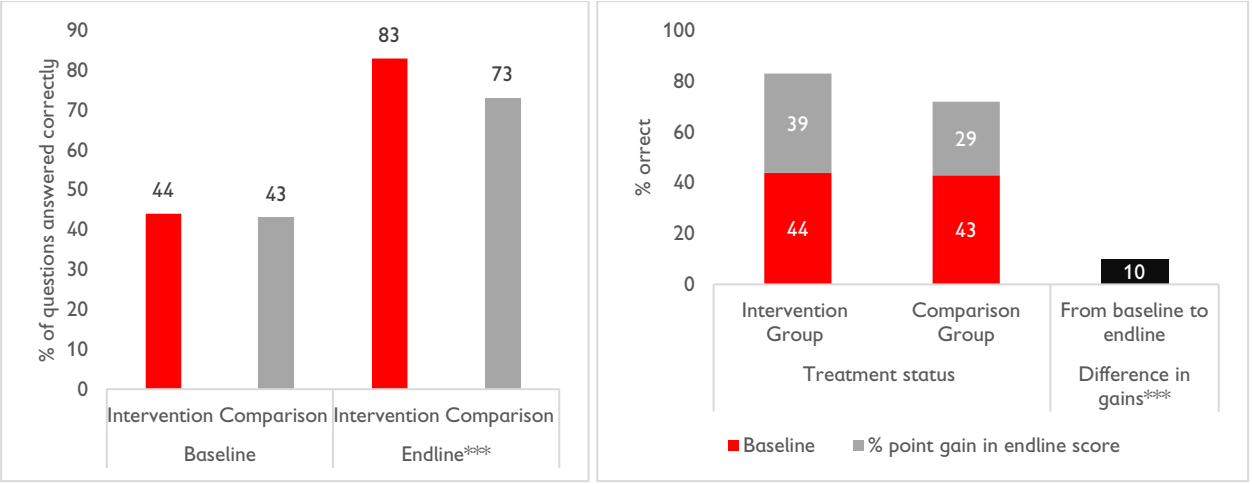
Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3.5.5. Conflict resolution

The conflict resolution subtask measured the children's ability to use strategies and methods to peacefully negotiate interpersonal disputes with peers (Lemerise and Arsenio 2000). Besides the four items from the empathy subtask, conflict resolution was assessed through the children's interpretation of an interpersonal conflict vignette. Participants were asked about two things they would do if they were playing with a toy and another child asked to play with the same toy. They were then asked about two things they would do if the other child were to take the toy from them without asking and started playing with it themselves. These conflict resolution subtask items were adapted from IDELA (Pisani, Borisova, and Dowd 2018) and from the Challenging Situations Task (Denham et al. 2013).

No statistically significant difference was observed between the average scores of the intervention and the comparison groups during the pre-intervention assessment. During the post-intervention assessment, the intervention group's average score was higher than the comparison group's average score by 10 percentage points. The difference was statistically significant. We also observe that the average difference between the post-intervention and pre-intervention scores for the intervention group was significantly higher than the comparison group's difference of average scores (between pre-intervention and post-intervention). An increase (between the pre-intervention assessment and the post-intervention assessment) was observed in the average score for this domain for both groups. The expected increase for both groups was caused by the natural progression in children's cognitive and social–emotional development due to an increase in a child's age. However, the increase for the intervention group was higher than the increase for the comparison group.

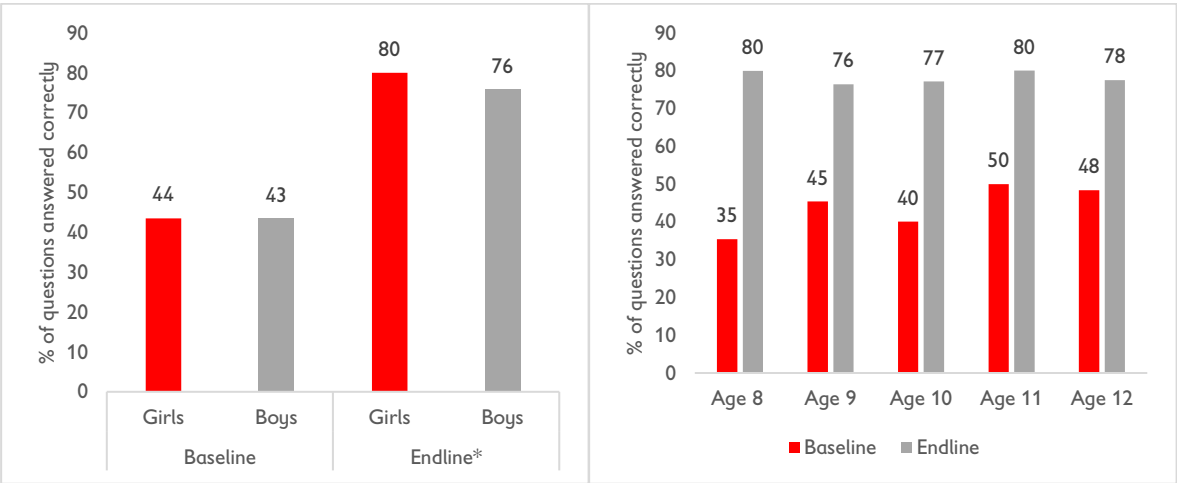
Figure 9: Conflict resolution: percentage of questions answered correctly during the pre-intervention and post-intervention assessments; difference in average gains for the intervention and comparison groups



Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

During the pre-intervention assessment, girls' average score in the conflict resolution subtask was marginally higher than boys' average score. However, the difference was not statistically significant. Girls' average score during the post-intervention assessment was significantly higher than the boys' average score for the entire sample. The average scores during the post-intervention assessment were higher than the average scores during the pre-intervention assessment for all age groups in both groups. During the pre-intervention assessment, the difference in the average score for different age groups was statistically significant. The difference between different age groups' average score was not statistically significant during the post-intervention assessment. The difference between the average scores of girls and boys, and difference age groups was not statistically significant for children in the intervention group.

Figure 10: Conflict resolution scores disaggregated by sex and age during the pre-intervention and post-intervention assessments



Differences significant at p<0.001(***), p<0.01 (**), p<0.05 (*) and p<0.10 (~)

3. Predictors of social–emotional learning skills

This section presents the results of the multivariate regression analysis used to explore the relationship between social–emotional learning outcomes and children's sex and age, caregivers' level of education, number of household possessions and the frequency of caregivers' interactions with children (including various forms of maltreatment). We also used the multivariate regression analyses to assess the impact of the parenting programme on children's social–emotional skills. Detailed results from the multivariate regression analyses can be found in Appendix 6.4.

Through the regression analysis, we observe that participation in the parenting programme led to improved social–emotional learning skills among children for four out of five ISELA domains. We observe that the intervention group's average gains (between pre-intervention and post-intervention) in various ISELA domains significantly exceeded the average gains for the comparison group. The average gains ranged from 0.27 standard deviations to 0.37 standard deviations.

We also observe a statistically significant relation between gains in some ISELA domains (between pre-intervention and post-intervention) and children's age and exposure to non-violent discipline. We observe that older children had lower gains than younger children in the conflict management domain. For each additional year, the average gains dropped by 0.08 standard deviations in the conflict management domain. Children exposed to a greater frequency of non-violent disciplining behaviours displayed smaller gains (by 0.15 standard deviations) in the self-concept domain than children whose exposure to non-violent discipline was lower. Background characteristics such as children's sex, caregivers' level of education and household socioeconomic status were not significantly associated with children's gains in social–emotional learning skills. Finally, we also observe that the impact of the intervention did not vary across subgroups (such as boys and girls or different age groups) within the intervention group, indicating that the intervention has not reduced inequity among girls and boys and children in different age groups.

4. Conclusions and learning

Children's social–emotional learning skills have improved across all domains between the pre-intervention and post-intervention assessments for the intervention group and the comparison group. Similarly, caregivers' interactions with their children have become more empathic and encouraging, with a decrease in the frequency of maltreatment between the pre-intervention and post-intervention assessments. However, the average gains for the intervention group were significantly higher than the average gains for the comparison group in all the social–emotional learning domains assessed through ISELA. We also observed that the decrease in the caregivers' use of different forms of maltreatment was greater for the intervention group than for the intervention group. With respect to management of the family budget, it was observed that a greater proportion of caregivers in the intervention group (than in the comparison group) had increased their savings at the time of post-assessment. In the event of an adversity, the intervention group also opted for more positive coping strategies than the comparison group (e.g cut down unnecessary expenses). However, although the comparison group did not increase their savings as much as the intervention group, a greater proportion of caregivers in the comparison group (than the proportion of caregivers in the intervention group) utilized their savings on items that can be categorized as important (e.g. save for unforeseen events).

The results from the regression analysis suggest that participation in the parenting programme, children's age and exposure to non-violent discipline were strong predictors of gains (between the pre-intervention and post-intervention assessments) in social–emotional learning skills. Children in the intervention group had larger gains than children in the comparison group for four out of five of the domains. We also observed that older children and children with more frequent exposure to non-violent discipline had smaller gains in the conflict management and self-concept domains than younger children and children with lower exposure to non-violent discipline respectively. We also checked whether the

impact of the parenting session varied for certain subgroups (such as children's sex and age) within the intervention group, and we found that no such differentiated impact exists.

The key findings from the evaluation suggest the following programming and learning priorities.

Programming priorities

- It is observed that the average gains (between the pre-intervention assessment and the post-intervention assessment) decrease with each additional year by 0.3 standard deviations in the conflict resolution subtask. This suggests that early investment in children's social–emotional skills is essential, and therefore the parenting programme should target parents as early as possible. This will ensure that children receive an enriching and stimulating home environment as early as possible and will enable them to realize the most benefit from the intervention.
- Of the five ISELA domains, the average gains (between the pre-intervention assessment and the post-intervention assessment) in the perseverance domain were not statistically significant for the intervention group. Therefore, future iterations of the parenting programme must emphasize this skill more. It might also be beneficial to supplement the parenting programme with a life skills programme for the children, covering areas such as strengthening identity, decision making and emotional management. These sessions might be useful to reinforce the parenting programme and strengthen children's perseverance skills.
- For the family budgeting outcomes, we found a greater improvement (between the pre-intervention assessment and the post-intervention assessment) in the use of family budgeting strategies pertaining to the important utilization of savings for the comparison group than for the intervention group. This underscores a greater need to encourage caregivers to utilize their savings on uses classified as important in the family budgeting sessions of the parenting programme.

Learning priorities

- The evaluation showed that, in the short term (13 months after delivering the intervention), participation in the parenting programme was associated with higher gains in four out of five ISELA domains for the intervention group. It will be beneficial to understand whether the impact of the intervention persists in the medium term (24 months later).
- In this evaluation, the primary child-level outcome of interest was children's social–emotional learning skills. However, it might be useful to assess whether the intervention (the parenting programme) will also affect other education outcomes, such as children's learning levels, participation in school (including improved attendance) and greater engagement in school activities.

5. References

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6. Appendix

Comparison between the intervention and comparison groups for dyads that dropped out of the study after the pre-intervention assessment

Background characteristics	Intervention group	Comparison group	Difference
Sex (percentage of females)	46	47	1
Children's age	9.2	9.3	0.1
Non-violent discipline score (out of 4)	2.15	1.74	0.41**
Physical aggression score (out of 4)	0.73	0.75	0.02
Psychological aggression score (out of 4)	1.25	1.41	0.16
Neglect score (out of 4)	0.87	0.76	0.11
Caregiver engagement score	3.18	3.12	0.06
Number of years of caregiver education	6.09	5.70	0.39
Average number of household possessions	4.78	3.85	0.93**
ISELA domains	Intervention group	Comparison group	Difference
Empathy	45	41	4
Stress management	40	43	3
Perseverance	51	58	7
Conflict management	44	46	2
Self-concept	23	22	1

Comparison between dyads that dropped out of the study after the pre-intervention assessment and dyads that did not drop out

Background characteristics	Found during the post-intervention assessment	Found during the pre-intervention assessment only	Difference
Sex (percentage of females)	35	61	26
Children's age	9.76	9	0.76
Non-violent discipline score (out of 4)	1.81	1.88	0.07
Physical aggression score (out of 4)	0.72	0.86	0.14
Psychological aggression score (out of 4)	1.21	1.70	0.49
Neglect score (out of 4)	0.68	0.89	0.21
Caregiver engagement score	3.19	3.35	0.15
Number of years of caregiver education	5.18	6.33	1.15
Number of household possessions	3.76	4	0.24
ISELA domains	Intervention group	Comparison group	Difference
Empathy	47	42	5
Stress management	43	48	5
Perseverance	61	61	0
Conflict management	48	50	2
Self-concept	31	20	11

Inter-rater reliability for ISELA domains in the Philippines

To test inter-rater reliability, nearly 10% of the sample (42 children) was assessed by two assessors. Long one-way ANOVA techniques were used to calculate inter-class correlations within pairs of enumerators as a measure of inter-rater reliability. Using Fliess's benchmark for excellent (ICC>0.75), good or fair (0.75>=ICC>0.40) and poor (ICC<=0.4) inter-rater reliability, all of the social–emotional learning skills demonstrate excellent inter-rate reliability. The table below shows the intra-class correlation for the various domains between the raters.

ISELA domains	Intra-class correlation	Rating
Self-concept	0.98	Excellent
Stress management	0.98	Excellent
Perseverance	0.99	Excellent
Empathy	0.99	Excellent
Conflict management	0.96	Excellent

Predictors of social–emotional learning skills – part 1

	Empathy (gains between pre-intervention and post-intervention)		Stress management (gains between pre-intervention and post-intervention)		Perseverance (gains between pre-intervention and post-intervention)	
	Beta	Effect size	Beta	Effect size	Beta	Effect size
Intervention group	0.118**	0.305	0.131***	0.379	0.038	0.095
	-0.057		-0.039		-0.041	
Children's age	-0.011	-0.029	-0.017	-0.049	-0.015	-0.038
	-0.014		-0.011		-0.015	
Child is female	0.052	0.135	0.047	0.138	-0.039	-0.099
	-0.04		-0.029		-0.041	
Total household possessions	0.003	0.007	-0.001	-0.003	0.004	0.01
	-0.011		-0.011		-0.013	
Caregiver education (number of years)	-0.002	-0.005	-0.003	-0.008	0.002	0.005
	-0.006		-0.005		-0.007	
Psychological aggression	0.036	0.092	-0.008	-0.024	-0.032	-0.081
	-0.036		-0.029		-0.034	
Neglect	0.005	0.013	0.01	0.03	-0.02	-0.05
	-0.037		-0.045		-0.047	
Non-violent discipline	-0.007	-0.019	0.009	0.027	0.008	0.02
	-0.027		-0.021		-0.034	
Physical violence	-0.041	-0.106	-0.02	-0.057	0.033	0.085
	-0.035		-0.028		-0.035	
Caregiver engagement	-0.057	-0.147	0.004	0.011	-0.034	-0.086
	-0.03		-0.025		-0.033	
Constant	0.498***	1.285	0.414***	1.203	0.516**	1.307
	-0.168		-0.145		-0.2	
R^2	0.038		0.0483		0.0152	
N	397		396		394	

Predictors of social–emotional learning skills - part 2

	Conflict management (gains between pre-intervention and post-intervention)		Self-concept (gains between pre-intervention and post-intervention)	
	Beta	Effect size	Beta	Effect size
Intervention group	0.115***	0.361	0.110**	0.276
	-0.043		-0.048	
Children's age	-0.028**	-0.089	-0.012	-0.029
	-0.011		-0.017	
Child is female	0.038	0.119	0.002	0.006
	-0.028		-0.036	
Total household possessions	-0.006	-0.019	-0.008	-0.02
	-0.008		-0.012	
Caregiver education (number of years)	-0.007	-0.021	0.009	0.024
	-0.005		-0.007	
Psychological aggression	-0.026	-0.083	-0.036	-0.091
	-0.026		-0.04	
Neglect	-0.018	-0.058	0.014	0.034
	-0.027		-0.044	
Non-violent discipline	0.021	0.064	-0.062**	-0.156
	-0.027		-0.027	
Physical violence	0.019	0.059	-0.002	-0.005
	-0.028		-0.037	
Caregiver engagement	-0.037	-0.117	-0.006	-0.015
	-0.027		-0.028	
Constant	0.728***	2.279	0.719***	1.801
	-0.124		-0.213	
R2	0.0701		0.0426	
N	397		350	