

# Influence of Culturally Sensitive Parenting Education on Parenting Practices and Child Maltreatment in Ibadan Metropolis

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## Abstract:

This study evaluated a culturally adapted parenting education program implemented in Ibadan, Nigeria, aiming to enhance parenting practices, reduce child maltreatment, and assess the sustainability of these effects over a 24-month period. Employing a mixed-methods approach, quantitative data were collected from 610 caregivers at four intervals: pre-intervention, post-intervention, 6-month follow-up, and 24-month follow-up. Key indicators included the use of positive discipline, parent–child communication, and reported maltreatment incidents. A repeated measures ANOVA was utilized to analyze changes over time. Additionally, qualitative insights were obtained through 30 in-depth interviews and 4 focus groups involving 32 participants, exploring experiences related to cultural relevance and support mechanisms.

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The findings revealed significant improvements in parenting practices post-intervention, with consistent use of positive discipline increasing from 35% to 68%, and awareness of child development stages rising from 40% to 85%. Reported maltreatment incidents decreased from 42% pre-intervention to 18% post-intervention. Although there was a gradual decline in positive practices over two years, the levels at 24 months (60%) remained substantially above the baseline. The blended delivery model, combining in-person sessions with mobile modules, outperformed the in-person-only model across all engagement metrics, including session attendance, homework completion, participant satisfaction, and knowledge retention. Qualitative data underscored the program's cultural relevance, enhanced parental self-efficacy, and the pivotal role of community support structures in sustaining behavior change.

In conclusion, the culturally adapted parenting education program demonstrated significant and enduring improvements in parenting practices and reductions in child maltreatment among caregivers in Ibadan. The integration of cultural elements, a blended delivery model, and community support mechanisms were instrumental in the program's success. These findings suggest that similar culturally sensitive interventions should be considered in other contexts to promote positive parenting and child welfare.

**Keywords:** *Child maltreatment, Positive parenting, Cultural adaptation, Blended delivery model, Nigeria, Caregiver education, Longitudinal study*

## INTRODUCTION

Culturally sensitive parenting education plays a vital role in shaping effective parenting practices, particularly in diverse communities. By acknowledging and integrating cultural values and beliefs, such education empowers parents to foster healthy relationships with their children while promoting positive developmental outcomes. In many societies, traditional parenting methods may inadvertently contribute to practices that can harm children. Therefore, culturally sensitive approaches aim to enhance parental awareness and skills, equipping them to navigate the complexities of raising children in a way that aligns with their cultural context. This is especially important in addressing issues such as discipline, emotional support, and communication, ultimately leading to a reduction in instances of child maltreatment.

Gonzalez, Mirabal, and McCall (2023) describe child maltreatment as encompassing various forms of harm, including physical and emotional abuse, sexual abuse, neglect, and exploitation—each of which can result in either actual or potential damage to a child's health, development, or dignity. They identify four primary types of maltreatment: physical abuse, psychological abuse, sexual abuse, and neglect, with abuse characterized as acts of commission and neglect as acts of omission in caregiving responsibilities. Petersen, Joseph, and Feit (2014) emphasize that children exposed to such adverse experiences are more likely to face a range of developmental and psychological difficulties, such as learning impairments, poor peer relationships, anxiety, depression, aggression, and posttraumatic stress disorder (PTSD). These challenges often persist into adulthood, manifesting in mental health disorders, substance abuse, chronic illnesses, and reduced economic productivity. Despite these risks,

research suggests that the negative impacts of child maltreatment can be mitigated through the implementation of supportive, nurturing, and **quality parenting practices** (Branco et al., 2021).

Mawusi (2013) defines parenting as the act of fulfilling the responsibilities involved in raising and nurturing children in a way that enables them to reach their full potential as individuals. This encompasses the comprehensive support of a child's physical, emotional, social, and intellectual development from birth through adulthood. Parenting extends beyond biological ties, as one can assume a parental role for both biological and non-biological children. According to Knauer, Ozer, Dow, and Fernald (2019), quality parenting practices are characterized by active parental involvement, emotional support, and the creation of a nurturing home environment that promotes the child's holistic well-being. These practices include showing affection, maintaining open communication, establishing consistent boundaries, and utilizing constructive discipline methods. Furthermore, quality parenting entails an understanding of child development, ensuring access to healthcare, and engaging in enriching activities such as reading and storytelling. Notably, these practices are often enhanced and sustained through the guidance and principles offered by **cultural sensitive parenting education** (Mawusi, 2013).

Culturally sensitive parenting education is instrumental in shaping parenting behaviors and mitigating child maltreatment in Nigeria. The integration of targeted educational interventions has proven effective in transforming harmful disciplinary practices and promoting healthier parent-child relationships. This discourse highlights the efficacy of such programs, their impact on parenting behaviors, and their broader implications for child protection and welfare within the Nigerian context.

The effectiveness of parenting education programs is well-documented. For example, the Psychoeducational Parenting Program (PEPVAC) significantly reduced the prevalence of harsh disciplinary measures, with a notable decline in physical punishment such as child beating following intervention (Ofoha & Ogidan, 2020). A separate pilot study affirmed that even brief educational sessions—lasting just two hours—can yield positive behavioral changes, as parents became more aware of the detrimental consequences of corporal punishment and consequently reported a reduction in its use (Ofoha & Saidu, 2014).

These interventions have also demonstrated considerable impact in reducing child maltreatment. Systematic reviews indicate that the vast majority of evaluated programs—up to 89%—showed improvements in parenting behaviors post-intervention (Branco et al., 2021). Meta-analytical findings further confirm that parenting programs contribute to a decline in both documented and self-reported instances of child abuse and neglect. Such outcomes are achieved by strengthening protective factors—such as parental empathy and positive communication—while addressing risk factors like stress, poor discipline strategies, and lack of knowledge about child development (Chen & Chan, 2015).

The cultural adaptation of parenting education plays a pivotal role in its success. Programs such as the Nurturing Parenting Programs emphasize empathy, respect, and non-violent communication—values that resonate deeply with Nigerian family norms (Bavolek, 2015). Tailoring these interventions to local

socio-cultural realities enhances their relevance and acceptability, thereby increasing their effectiveness. Nevertheless, the challenge of resistance to changing entrenched disciplinary traditions persists. To overcome this, continuous community engagement and culturally sensitive advocacy are essential to foster sustained behavioral change.

One of the most strategic approaches to reducing child maltreatment involves the systematic implementation of parental education programs aimed at improving parenting skills, increasing awareness, and promoting positive parent-child dynamics. These programs are underpinned by various theoretical models. Bronfenbrenner and Morris's (2006) Ecological Systems Theory posits that child development is influenced by multiple interconnected systems—including family, community, and culture—implying that interventions must address all levels for maximal impact. Similarly, Cognitive Behavioral Theory emphasizes the interplay between thoughts, feelings, and behaviors, suggesting that altering parental cognitive patterns can lead to healthier behavioral outcomes (Kendall, 2000).

Though varied in format, target groups, and content, parental education programs generally aim to minimize risk factors and reinforce protective ones (Sanders, 2012). Their core components include teaching effective discipline techniques, enhancing communication and problem-solving abilities, increasing knowledge of child development, managing parental stress, and building strong social support systems.

Empirical evaluations consistently report positive effects of these programs. Meta-analyses and systematic reviews reveal improvements in parenting knowledge and skills, reductions in child maltreatment, better behavioral and emotional outcomes for children, reduced parental stress, and strengthened parent-child relationships (Gaffney, Tunnard, & Minnis, 2019; MacMillan, 2009; Mikton et al., 2017). However, effectiveness is influenced by factors such as program structure, fidelity in implementation, and the demographic characteristics of participants (Knapp et al., 2011).

Knowledge acquisition is a fundamental outcome of parental education. For example, Sharma and Jeganathan (2020) found that an educational program on child sexual abuse prevention significantly improved maternal knowledge in Himachal Pradesh. Pre-test scores indicated that 50% of participants had poor or average knowledge, while post-test results showed that 80% had acquired good knowledge. Similarly, in Karad, a structured teaching program led to an increase in mothers' knowledge scores from 11.75 to 15.81 on average (Karale et al., 2020.).

In addition to knowledge enhancement, these programs foster behavioral change and build parental self-efficacy. A study in Isfahan demonstrated that a child abuse prevention training program effectively reduced abusive tendencies among mothers with a history of maltreatment, while also improving their confidence in parenting (Moradi et al., 2023).

Multisystemic interventions—engaging both parents and children—have proven particularly effective. A mixed-method study found that a modular education program significantly raised awareness among

both groups regarding child sexual abuse prevention, with key themes emerging around risk, safety, and preventive practices (Cirik & Karakurt, 2024).

Critical components of successful programs include well-structured curricula, diverse teaching methods (such as tutorials, discussions, and video modeling), and the presence of trained facilitators. For instance, a structured education program in Aizawl substantially improved high school students' understanding of child abuse (Vanlalruati et al., 2024), while a Pittsburgh-based initiative that incorporated multimedia learning techniques boosted both parental knowledge and commitment to child safety practices (Berrios-Thomas, 2015). In Spain, the use of storytelling in preventive education enhanced children's recognition of and response to abuse (Moreno-Manso et al., 2014). Moreover, research by MacIntyre and Carr (2000) affirmed that longer interventions delivered by qualified professionals produce more substantial gains in parenting skills.

Despite their potential, parental education programs must navigate several challenges. Cultural beliefs and socio-economic barriers can shape program outcomes. For example, adolescent mothers participating in the Bellevue Hospital Adolescent Parenting Program showed improved child outcomes and reduced maltreatment, yet the study emphasized the necessity for culturally attuned and well-funded initiatives (McHugh et al., 2017). Consistent monitoring and evaluation, such as those conducted in Pittsburgh (Reppucci et al., 1997), are crucial for sustaining long-term effectiveness. Finally, active parental engagement remains a cornerstone of program success. Without sustained participation, even well-designed interventions may fail to yield meaningful results. Therefore, efforts must focus not only on program quality but also on fostering ongoing parental involvement and support.

This indicates that culturally sensitive parenting education offers a powerful tool for reducing child maltreatment and improving child welfare in Nigeria. Its success depends on thoughtful adaptation to cultural contexts, evidence-based content, skilled implementation, and robust community participation. These programs, when delivered effectively, hold the potential to transform parenting practices and promote safer, healthier environments for children.

This study is anchored on Urie Bronfenbrenner's Ecological Systems Theory (1979) which conceptualizes human development as the product of dynamic, reciprocal interactions between an active individual and a set of nested environmental systems, ranging from immediate settings like family and school to broader cultural values and historical changes (Cynthia, Michael, & Sheila, 2018). Bronfenbrenner stated that development arises through "the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives" (Kendra, 2023). The theory distinguishes five layers of influence: the microsystem (e.g., caregiving relationships), the mesosystem (interconnections among those relationships), the exosystem (indirect environmental forces), the macrosystem (cultural and societal norms), and the chronosystem (temporal transitions and sociohistorical contexts) (Guy-Evans, 2025). In meaning, this model underscores that parenting practices (microsystem) and the cultural beliefs that shape them (macrosystem) evolve through ongoing interactions, and that interventions must

address multiple levels to be effective (Guy-Evans, 2025). Applied to the present study, culturally sensitive parenting education represents a macrosystem–microsystem intervention: it adapts program content to prevailing cultural norms while directly reshaping high-risk caregivers' daily practices (*Early Years TV*, 2025). Moreover, the blended delivery model leverages community structures (exosystem) and tracks change over time (chronosystem), ensuring that improvements in knowledge, attitudes, and behaviors are both contextually relevant and sustainable (Kendra, 2023) (Cynthia, Michael, & Sheila, 2018)

## STATEMENT OF THE PROBLEM

Parenting practices are deeply influenced by cultural norms, social expectations, and caregivers' personal experiences. In many Nigerian communities, especially within urban centers like Ibadan, traditional child-rearing methods often include harsh disciplinary practices that can escalate into child maltreatment. While these practices may be rooted in cultural beliefs about discipline and obedience, they frequently conflict with contemporary understanding of child development and rights. Despite increasing awareness about the negative consequences of child maltreatment, many caregivers—particularly those in high-risk groups—continue to lack access to structured, evidence-based parenting support tailored to their cultural and socio-economic realities.

Existing parenting education interventions have generally shown promise in improving parenting skills, reducing physical punishment, and enhancing parent-child relationships. These programs typically emphasize empathy, positive discipline, and communication strategies. However, much of the existing literature has focused on Western contexts or generalized interventions without adequate adaptation to the local cultural framework. Additionally, many studies have primarily measured short-term outcomes without assessing the long-term sustainability of behavioral changes or evaluating the influence of delivery modes on program effectiveness.

Crucially, there remains a significant gap in research addressing how culturally adapted parental education programs function in Nigerian urban settings, particularly among high-risk caregivers. Few studies have explored how such programs impact parenting attitudes, self-efficacy, and behavior over extended periods. Moreover, limited attention has been given to the effectiveness of blended delivery models—combining face-to-face sessions with mobile-based support—despite their potential to enhance accessibility, engagement, and knowledge retention among participants with diverse learning preferences and time constraints.

This study aims to fill these gaps by systematically examining the impact of a culturally adapted parental education program on parenting practices and child maltreatment outcomes among high-risk caregivers in Ibadan Metropolis. It will assess not only immediate improvements in parenting behavior but also track long-term durability at 6, 12, and 24 months post-intervention. By evaluating the program's influence on parental knowledge, attitudes, and self-efficacy, the study will provide a holistic understanding of how such interventions reshape caregiving. Furthermore, it will investigate the effectiveness of a blended delivery approach and capture participants' lived experiences to determine the program's cultural relevance, accessibility, and practical impact. This multidimensional approach

will provide valuable insights into designing, implementing, and scaling culturally sensitive interventions for improved child welfare outcomes in Nigeria and similar contexts.

## **PURPOSE OF THE STUDY**

This study generally seeks to investigate the effectiveness of parental education programs in reducing child abuse and neglect in Ibadan metropolis

Specifically, the research aims to:

assess the extent to which participation in a culturally adapted parental education program improves parenting practices and reduces incidences of child maltreatment among high-risk caregivers in the Ibadan metropolis.

determine how the program influences parental knowledge, attitudes, and self-efficacy regarding child-rearing and maltreatment prevention.

evaluate the durability of the program's effects on parenting behaviors and child welfare outcomes at 6, 12, and 24 months post-intervention.

assess the effectiveness of the blended delivery model—combining in-person sessions with interactive mobile components—in enhancing participant engagement, knowledge retention, and behavioral change.

explore the perceptions and experiences of participants regarding the cultural relevance, accessibility, and overall impact of the parental education program.

## **RESEARCH QUESTIONS**

To what extent does participation in the culturally adapted parental education program improve parenting practices and reduce incidences of child maltreatment among high-risk caregivers in Ibadan metropolis?

How does the program influence parental knowledge, attitudes, and self-efficacy regarding child-rearing and maltreatment prevention?

What is the durability of the program's effects on parenting behaviors and child welfare outcomes at 6, 12, and 24 months post-intervention?

How effective is the blended delivery model (combining in-person sessions with interactive mobile components) in enhancing participant engagement, knowledge retention, and behavioral change?

What are the perceptions and experiences of participants regarding the cultural relevance, accessibility, and overall impact of the parental education program?

## RESEARCH METHODOLOGY

The study employed a **mixed-methods research design**, integrating both quantitative and qualitative approaches to comprehensively evaluate the effectiveness of a culturally adapted parental education program aimed at preventing child abuse and neglect in the Ibadan metropolis. This design facilitated a robust analysis of both measurable outcomes and contextual experiences, providing a holistic understanding of the program's impact.

### Study Population and Sampling

The study focused on high-risk caregivers residing in the Ibadan metropolis, including:

Caregivers of adolescents aged 10–17 years.

Parents with prior involvement in child protective services.

A **purposive sampling** technique was employed to select participants who met these criteria, ensuring the inclusion of individuals most relevant to the study objectives.

### Intervention

The parental education program was culturally adapted to the Ibadan context through collaboration with local stakeholders, ensuring relevance and acceptability. The program was delivered using a **blended approach**, combining:

**In-person sessions:** Facilitated group workshops focusing on parenting skills, stress management, and behavior modeling.

**Interactive mobile components:** Digital modules accessible via mobile devices, reinforcing session content and providing ongoing support.

### Data Collection Methods

#### Quantitative Data:

**Surveys:** Standardized questionnaires were administered to assess parenting practices, parental knowledge, attitudes, self-efficacy, and reported incidences of child maltreatment.

**Administrative Records:** Review of child protective services records to corroborate self-reported data on maltreatment incidences.

#### Qualitative Data:

**In-depth Interviews:** Conducted with a subset of participants to explore personal experiences, perceptions of the program's cultural relevance, and its impact on parenting.

**Focus Group Discussions:** Facilitated sessions with participants to gather collective insights on program accessibility, delivery methods, and overall effectiveness.

## **DATA ANALYSIS**

### **Quantitative Analysis:**

Descriptive statistics summarized demographic data and baseline characteristics.

Inferential statistics (e.g., repeated measures ANOVA) assessed changes over time in parenting practices and maltreatment incidences.

### **Qualitative Analysis:**

Thematic analysis of interview and focus group transcripts identified recurring themes and insights related to program experiences and cultural relevance.

### **Validity**

To ensure the validity of the study:

**Content Validity:** The survey instruments were developed based on established literature and reviewed by experts in the field to ensure they accurately measured the constructs of interest.

**Construct Validity:** The study ensured that the interventions were grounded in theoretical frameworks related to parenting and child maltreatment prevention.

**Internal Validity:** The quasi-experimental design, with pre- and post-assessments, allowed for the examination of causal relationships between the intervention and observed outcomes, minimizing potential confounding variables.

**External Validity:** The purposive sampling of participants from the Ibadan metropolis aimed to ensure that the findings were applicable to similar high-risk populations in comparable urban settings.

### **Reliability**

To ensure the reliability of the study:

**Instrument Reliability:** The standardized questionnaires were pre-tested on a small sample to assess their consistency and clarity. Cronbach's alpha coefficients were calculated to evaluate internal consistency, with values above 0.7 indicating acceptable reliability.

**Inter-Rater Reliability:** For qualitative data analysis, multiple researchers independently coded the interview and focus group transcripts. Inter-rater reliability was assessed using Cohen's kappa, with values above 0.8 indicating strong agreement.

**Data Consistency:** Regular training sessions were conducted for data collectors to ensure uniformity in data collection procedures, minimizing variability due to human error.

Results and interpretation

Quantitative Results

Table 1: Changes in Parenting Practices and Knowledge Post-Intervention

Indicator	Pre-Intervention (%)	Post-Intervention (%)
Consistent use of positive discipline	35	68
Reduction in harsh physical punishment	42	18
Increased parent–child communication	47	75
Active involvement in child’s education	39	70
Awareness of child development stages	40	85
Confidence in parenting abilities	50	82

**Interpretation:**

Caregivers reported large improvements across all parenting practice and knowledge indicators. For example, consistent use of positive discipline nearly doubled, and awareness of child development stages more than doubled from 40% to 85% post-intervention. The reduction in harsh punishment from 42% to 18% indicates a meaningful shift away from punitive strategies. Overall confidence in parenting rose from 50% to 82%, reflecting enhanced self-efficacy immediately following the programme.

Table 2: Durability of Program Effects at Follow-Up

Time Point	Positive Practices (%)	Reported Maltreatment Incidents (%)
Immediately Post-Int.	68	18
6-Month Follow-Up	65	20
12-Month Follow-Up	62	22
24-Month Follow-Up	60	25

**Interpretation:**

While there was a gradual decline in positive parenting practices over two years, levels at 24 months (60%) remained substantially above the 35% baseline. Reported maltreatment incidents edged up from 18% immediately post-intervention to 25% at 24 months but did not revert to the 42% pre-test level, suggesting sustained benefits

Table 3: Engagement and Retention by Delivery Model

<i>Metric</i>	<i>In-Person Only (%)</i>	<i>Blended Model (%)</i>
Session Attendance	70	85
Completion of Homework Assignments	65	80
Participant Satisfaction	75	90
Knowledge Retention at 6 Months	60	78

**Interpretation:**

The blended delivery model (in-person + mobile modules) outperformed in-person only across all engagement metrics—attendance rose to 85%, assignment completion to 80%, and satisfaction to 90%. Knowledge retention at six months was also higher (78% vs. 60%), underscoring the value of mobile reinforcement.

**Inferential Statistics**

A one-way repeated measures ANOVA was conducted to examine changes in (a) Positive Parenting Practices and (b) Reported Maltreatment Incidence across four time points (Pre-test, Post-test, 6-month, 24-month).

<i>Outcome</i>	<i>Time Point</i>	<i>M (%)</i>	<i>SD</i>	<i>F(3, 609)</i>	<i>P</i>	<i><math>\eta_p^2</math></i>	<i>Outcome</i>	<i>Time Point</i>
<b>Positive Parenting Practices</b>	Pre-test	35.0	12.5				<b>Positive Parenting Practices</b>	Pre-test
	Post-test	68.0	10.2	182.4	<.001	0.47		Post-test
	6-month follow-up	65.2	11.3					6-month follow-up
	24-month follow-up	60.1	12.8					24-month follow-up
<b>Maltreatment Incidence</b>	Pre-test	42.0	15.6				<b>Maltreatment Incidence</b>	Pre-test
	Post-test	18.0	8.9	204.7	<.001	0.50		Post-test

**Interpretation:**

There was a highly significant time effect on positive parenting practices,  $F(3, 609) = 182.4$ ,  $p < .001$ ,  $\eta_p^2 = .47$ , indicating large improvements post-intervention that remained above baseline even at 24 months. Similarly, reported maltreatment incidence decreased dramatically post-test and remained significantly lower than baseline at all follow-up points,  $F(3, 609) = 204.7$ ,  $p < .001$ ,  $\eta_p^2 = .50$ .

## **Qualitative Findings**

Thematic analysis of 30 in-depth interviews and 4 focus groups (n=32) yielded three overarching themes:

### **Cultural Relevance and Acceptability**

Participants emphasized that locally tailored examples, use of Yoruba language scenarios, and input from community leaders made the program feel “authentic and respectful of our traditions,” which fostered trust and openness.

### **Enhanced Parental Self-Efficacy**

Many caregivers reported feeling more competent and calmer when disciplining their children. One mother noted, “I no longer panic; I know what to say and how to respond,” illustrating increased confidence in applying positive discipline techniques.

### **Sustainability through Community Support**

Ongoing peer-led support groups and mobile-app reminders were highlighted as critical for maintaining behavior change. Participants credited these structures with preventing relapse into old patterns, highlighting the importance of social reinforcement.

## **Discussion of Findings**

### **1. Immediate Improvements in Parenting Practices and Knowledge**

The significant increase in positive parenting practices and knowledge post-intervention aligns with the program's objectives. The near doubling of consistent use of positive discipline and the substantial rise in awareness of child development stages suggest that the culturally adapted curriculum effectively conveyed essential parenting skills and knowledge.

These findings are consistent with global evidence indicating that parenting interventions can lead to substantial improvements in parenting behaviors and knowledge. For instance, a systematic review and meta-analysis by Jeong et al. (2021) found that parenting interventions significantly improved parenting knowledge and practices across diverse settings.

### **2. Durability of Program Effects**

While some decline in positive practices and a slight increase in maltreatment incidents were observed over time, the sustained improvements compared to baseline indicate the program's lasting impact. This durability underscores the effectiveness of the intervention in promoting long-term positive parenting behaviors.

The World Health Organization (2023) emphasizes the importance of sustained parenting interventions to maintain positive outcomes over time. Their guidelines suggest that continuous support and follow-up are crucial for the long-term success of such programs.

### 3. Effectiveness of the Blended Delivery Model

The superior performance of the blended delivery model in engagement, satisfaction, and knowledge retention highlights the benefits of integrating technology with traditional in-person sessions. The mobile components likely provided continuous reinforcement of learning, contributing to better outcomes.

This approach aligns with findings from Zhang et al. (2021), who reported that parenting programs incorporating multiple delivery methods, including digital tools, enhanced participant engagement and knowledge retention.

### 4. Cultural Relevance and Acceptability

The program's cultural tailoring, including the use of local language and involvement of community leaders, was crucial in gaining participants' trust and acceptance. This cultural sensitivity likely enhanced the program's effectiveness and participant engagement.

The WHO (2023) underscores the importance of cultural adaptation in parenting interventions, noting that programs should be contextually relevant to be effective. Tailoring interventions to local cultures and involving community stakeholders are key strategies for successful implementation.

### 5. Enhanced Parental Self-Efficacy

Participants' reports of increased confidence in parenting reflect the program's success in empowering caregivers. This enhanced self-efficacy is essential for the consistent application of positive parenting practices.

Jeong et al. (2021) found that parenting interventions positively influenced parental self-efficacy, leading to more effective parenting behaviours. Empowering parents through education and support is a critical component of successful parenting programs.

### 6. Sustainability through Community Support

The establishment of peer-led support groups and the use of mobile-app reminders played a significant role in sustaining behavior change. These support mechanisms provided ongoing reinforcement and accountability, helping participants maintain the positive practices learned during the programme.

The WHO (2023) highlights the importance of community-based support systems in sustaining the benefits of parenting interventions. Engaging community resources and peer networks can enhance the longevity and effectiveness of such programs.

## **SUMMARY OF FINDINGS**

### **Immediate Improvements in Parenting Practices and Knowledge**

Post-intervention assessments revealed significant enhancements in parenting behaviors and knowledge. Notably, the consistent use of positive discipline increased from 35% to 68%, and awareness of child development stages rose from 40% to 85%. These findings align with previous studies demonstrating the effectiveness of parenting programs in reducing harsh disciplinary practices and promoting positive parenting strategies.

### **Durability of Programme Effects**

Follow-up evaluations at 6, 12, and 24 months indicated a gradual decline in positive parenting practices; however, levels remained substantially above baseline. Reported maltreatment incidents increased slightly over time but did not return to pre-intervention levels, suggesting sustained benefits of the programme.

### **Effectiveness of the Blended Delivery Model**

The blended delivery model, combining in-person sessions with interactive mobile components, outperformed the in-person-only approach across all engagement metrics. This model led to higher session attendance, homework completion, participant satisfaction, and knowledge retention, underscoring the value of integrating technology into parenting programmes.

### **Cultural Relevance and Acceptability**

Participants emphasized that the program's cultural tailoring, including the use of local language and involvement of community leaders, made the program feel authentic and respectful of traditions. This cultural sensitivity likely enhanced the program's effectiveness and participant engagement.

### **Enhanced Parental Self-Efficacy**

Many caregivers reported increased confidence in their parenting abilities post-intervention. This enhanced self-efficacy is essential for the consistent application of positive parenting practices and aligns with findings from studies on positive discipline interventions.

### **Sustainability through Community Support**

The establishment of peer-led support groups and the use of mobile-app reminders played a significant role in sustaining behavior change. These support mechanisms provided ongoing reinforcement and accountability, helping participants maintain the positive practices learned during the programme .

## CONCLUSION

The culturally adapted parental education program in Ibadan demonstrated significant and sustained improvements in parenting practices and reductions in child maltreatment incidents. The integration of cultural elements, the use of a blended delivery model, and the provision of ongoing community support were key factors in the program's success. These findings suggest that similar culturally sensitive and technologically integrated interventions could be effective in other contexts to promote positive parenting and child welfare.

## Recommendations

Stakeholders should consider expanding the reach of culturally tailored parenting programs to other regions, ensuring that local traditions and languages are incorporated to enhance effectiveness and acceptance.

Future programs should adopt blended delivery models that combine in-person sessions with digital components, such as mobile applications, to reinforce learning and improve engagement.

Implementing peer-led support groups and utilizing mobile reminders can provide continuous reinforcement, aiding in the sustainability of positive parenting practices post-intervention.

Policymakers should consider integrating parenting education into school curricula to instill positive parenting practices from an early age, thereby breaking the cycle of punitive discipline.

Regular follow-up assessments should be conducted to monitor the long-term effectiveness of parenting programs and to make necessary adjustments for continuous improvement.

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